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DEPARTMENT OF LANDSCAPE ARCHITECTURE
GRADUATE PROGRAM

CPX

SCHOOL EVALUATION REPORT 1980-81

MAY 1 3 1983

SCHOOL EVALUATION REPORT

DEPARTMENT OF LANDSCAPE ARCHITECTURE

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

GRADUATE PROGRAM

Cover: Gail Kathe

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AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS

SCHOOL EVALUATION REPORT

For the Academic Year 1980-1981

Institutional Title	University of Illinois at Urbana-Champaign State University	
Administrative Staff		
Chief Administrative Official of the Campus	John E. Cribbet, Chancellor 107 Coble Hall Urbana, Illinois	333-6290
Chief Academic Official of the Campus	Edwin L. Goldwasser, Vice Chancellor for Academic Affairs 107 Coble Hall Urbana, Illinois	333-6677
Chief Administrative Official of the College	Jack H. McKenzie, Dean College of Fine and Applied Arts 110 Architecture Building Urbana, Illinois	333-1660
	Theodore L. Brown, Dean Graduate College 338 Administration Building Urbana, Illinois	333-0034
Chief Administrative Official of the Department and the Program	Robert B. Riley, Head Department of Landscape Architecture 214 Mumford Hall Urbana, Illinois	333-0175
Report submitted by	Robert B. Riley, Head E. Sue Weidemann, Graduate Coordinator Lewis D. Hopkins, Director, Land Resources Specialization	
Report prepared:	December 1980	
Visitation scheduled:	15 through 18 February 1981	

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A: SUMMARY

SECTION A: SUMMARY

A1 Brief Historical Development of the Institution and School

1868 A course in Landscape Gardening was first offered at the University of Illinois, and in 1871 a course in Garden Architecture was added.
1896 Joseph Cullen Blair came to the University from Cornell and initiated professional courses in Landscape and later City Planning.
1907 The curriculum for the degree of Landscape Gardening was initiated.
1912 The Division of Landscape Architecture was created under Ralph Rodney Root, and the library was established.
1920 A long tenure faculty developed in the 20's that included McAdams, Peterson, Schaffer, Bartholomew, White and Robinson.
1929 Illinois was one of the first eight schools selected as qualified to meet the standards of the ASLA.
1931 The Division was reorganized as a Department in the newly formed College of Fine and Applied Arts.
1945 Graduate program in Landscape Architecture was established.
1951 The first landscape architecture advanced degree was awarded, an MFA in L.A. No more advanced degrees in landscape architecture were awarded for another ten years.
1954 The Department was renamed the Department of City Planning and Landscape Architecture, and the Bureau of Community Planning (established in 1934) was incorporated into the new Departmental structure.
1955 The Department was organized into two divisions: Landscape Architecture and City Planning.
1961 The second MFA in L.A. was awarded; at least one advanced Landscape Architecture degree was to be awarded each year thereafter.
1965 The Divisions of Landscape Architecture and City Planning were given separate departmental status.
1965 Degree designation was changed to MLA.
1970 The chairmanship form of departmental administration was changed to a headship.
1971 Development of a revised and expanded masters program began.
1973 New Program funding was received for development of an Area of Specialization in Land Resource Planning, in cooperation with the Department of Geography and Urban and Regional Planning.
1973 A major expansion of the Department's physical facilities resulted in the allocation of a separate building for housing graduate faculty, full load graduate students, and graduate teaching and research assistants.
1974 A period of extensive contract research activity began, a program that was to generate over $1,000,000 of outside funding over a five year period.
1975 Area of Specialization in Land Resource Planning was formally approved by the Graduate College
1978 Area of Specialization in Design/Behavior Studies was formally approved by the Graduate College.

A2 Objectives of the School

The major objective of the MLA program at Illinois is to provide knowledge and professional capabilities in a specialized area as preparation for work at the leading edge of private or governmental practice, or for university teaching or research. These two Areas of Specialization--Land Resources Planning and Design-Behavior Studies--are ones in which the Department and related units can provide a coherent set of advanced coursework, advisors and the facilities necessary for legitimate research or professional experience. The departmental literature carefully defines these Areas of Specialization and suggests that prospective applicants who do not wish to pursue such work should look to other schools.

While the Areas of Specialization are clearly delineated, they do not necessarily limit the student's ability to develop his or her own individual skills and interests. Recently, students have not only chosen to also take courses in this "other" specialization but have used the Areas of Specialization as a basis for building their own individual specialization, such as preservation of historic landscapes, and producing master's projects or theses that reflect their special interests. Such development often requires extending their stay in the department, but a number of students consider this worthwhile.

The long term objectives of the Department are not necessarily wedded to the current contents or precise definition of these specializations, which are seen as continuing to evolve, but to the idea that our MLA students should develop abilities and knowledge that go beyond those expected of a Bachelor's degree, and that contribute to the advancement of the profession. We feel that departmentally defined and structured specializations are not only the most efficient way to effect such opportunities, but by focusing the students' and department's resources enhance continuing development of the individual, the department, and the field itself. Students who do not hold a Bachelor's degree in landscape architecture take extensive prerequisite coursework, which provides a solid grounding in the core, site-scale landscape architectural skills, in addition to their graduate work. The program is designed to attract students with or without a BLA; we consider both kinds of students to be essential and complementary ingredients for the program.

A3 Teaching, Research, and Administrative Staff 1980-81

Name	Rank
Departmental Faculty	
Riley, Robert B.	Head and Professor
Alpert, Natalie B.	Assistant Head & Instructor
Keith, Walter M.	Professor
Hopkins, Lewis D.	Associate Professor Landscape Architecture/Urban & Regional Planning/Institute Environmental Studies
Walker, Victor J.	Visiting Associate Professor
Weidemann, Elisabeth S.	Associate Professor Landscape Architecture/Housing Research & Development
Burger, Charles H.	Assistant Professor
Cairns, Malcolm D.	Assistant Professor
Kesler, Gary B.	Assistant Professor
Kluesing, Cherie L.	Assistant Professor
Krzysik, Anthony J.	Visiting Assistant Professor
Nassauer, Joan I.	Assistant Professor
Reizenstein, Janet	Visiting Instructor
Associated Faculty	
Nelson, William R.	Professor Horticulture and Landscape Architecture
Slotnick, Daniel L.	Professor Computer Science and Landscape Architecture
Jain, Ravinder K.	Adjunct Associate Professor
Molnar, Donald J.	Adjunct Associate Professor
Academic Professional Staff	
Armstrong, Marc	Research Programmer

Assistants *

Benner, Marilyn K.	Teaching Assistant, Fall; RA, Spring
Cohen, Meir	Research Assistant, Fall and Spring
DiJamco, Rosario M.	Teaching Assistant, Fall and Spring
Harris, Robert A.	Teaching Assistant, Fall and Spring
Johnson, Nancy K.	Research Assistant, Fall and Spring
Lubieniecki, Edward C.	Teaching Assistant, Fall and Spring
Mackey, Linda E.	Research Assistant, Fall and Spring
Mittlestaedt-Warren, Lynn M.	Teaching Assistant, Fall
Murray, Cynthia J.	Teaching Assistant, Fall and Spring
Rugg, Jeffrey L.	Research Assistant, Fall and Spring
Van Dyke, Scott W.	Teaching Assistant, Fall and Spring
Wolfenbarger, Deon K.	Teaching Assistant, Fall and Spring
Butterfield, Dorothy	Research Assistant, Spring
Mannarelli, Clementa	Teaching Assistant, Spring
Wallrich, Paula	Research Assistant, Spring

* List includes only L/A majors funded by L/A department. Additionally, the department funded two students from other academic units as research assistants and three L/A students were supported by assistantships in other units.

A4 The Curriculum

Degree Title Master of Landscape Architecture - total hours 32-40
total units 12

Listing of specific courses required:

· Landscape Architecture Total hours	32 to 40 hours
· Landscape Architecture	6 units
· Other	3 units
· Electives	3 units
Total units	12 units

Typical Program of Study:

LAND RESOURCES SPECIALIZATION

	Fall Semester	Spring Semester
First Year	LA 180 (2h) LA 133 (5h) LA 350 (3/4u) LA 441 (3/4u)	LA 142 (3h) LA 134 (5h) LA 181 (3h) UP 477 (3/4u)
	A comprehensive examination in the History of Landscape Architecture, based upon self-guided study, must be successfully completed by early in the second year of enrollment.	
Second Year	LA 235 (5h) LA 243 (4h) LA 251 (4h) UP 378 (3/4u)	LA 417 (1u) LA 437 (1u) Natural Sciences (1u) Specialized Skills (1u)
Third Year	LA 246 (1h) Natural Sciences (1u) Electives (2u)	* Master's Project or Thesis (2u)

DESIGN BEHAVIOR SPECIALIZATION

First Year	LA 180 (2h) LA 133 (5h) LA 350 (3/4u) LA 370 (3/4u)	LA 142 (3h) LA 134 (5h) LA 181 (3h) LA 417 (1u)
	A comprehensive examination in the History of Landscape Architecture, based upon self-guided study, must be successfully completed by early in the second year of enrollment.	

Second Year	LA 235 (5h) LA 243 (4h) LA 251 (4h) LA 463 (3/4u)	LA 244 (4h) LA 252 (4h) LA 338 (1u) LA 464 (1u)
Third Year	LA 246 (1h) LA 465 (1u) EDPSY 390 (1u) Electives (1u)	Master's Project or Thesis (2u) Elective (3/4u)

A5 Description of Required Courses (as contained in current University Catalog)
* = Course description given has been revised but not yet officially approved by administration.

Part 1 Required School Courses

LA 133 LANDSCAPE DESIGN
Introduction to the fundamentals of design; studies in two and three dimensional abstract and applied problems; basic elements and procedures of landscape design; and principles of landscape composition. (5) F, Two 1-hour lectures per week; 10 hours in studio.

LA 134* SITE DESIGN
Principles of site planning, orientation, circulation, and land-use definitions and relationships applied to site scale problems; application of site design process. A field trip with a fee of approximately $75 for traveling expenses is required. (5) S, Two 1-hour lectures per week, 10 hours in the studio.

LA 142 LANDFORM DESIGN AND CONSTRUCTION
Introduction to the fundamentals of the earth's surface as a design element; limitations and uses of landforms; methods of grading, surface drainage, and land surveying. (3) S, Two 1-hour lectures and six hours of lab per week.

LA 180* GENERAL DRAFTING AND GRAPHICS
Basic techniques and standards of drafting; lettering, views and projections, dimensioning, and shades and shadows. (2) F, Four hours of lab and discussion per week.

LA 181* VISUAL COMMUNICATION I
Principles of basic design and techniques in landscape architectural rendering. (3) S, Two hours of lectures and 6 studio hours per week.

LA 235 RECREATION AND COMMUNITY DESIGN
Development of design solutions at site and master plan scale relative to community (housing, schools, commercial) and recreational problems; emphasis on development of analysis and design techniques. A field trip with a fee of approximately $75 for traveling expenses is required. (5) F, Two 1-hour lectures and 10 hours of studio per week.

LA 243* SITE ENGINEERING
Principles of design and layout of drainage, circulation and utility systems. (4) F, Two hours of lectures and 6 hours of lab each week.

LA 244* LANDSCAPE CONSTRUCTION
Construction methods, materials, and procedures related to the design of landscape structures; development of design details and cost estimating. (4) S, Two 1-hour lectures per week and 6 hours of studio.

LA 246 PROFESSIONAL PRACTICE
Professional responsibilities of the landscape architect; methods of practice; and preparation and execution of contracts and specifications. (1) S (alternate years), Fifteen hours of seminar/ lecture per semester.

LA 251 PLANT MATERIALS AND DESIGN I
Ecological principles; study of plant communities; identifications of native flora and perennials; uses of plants in the landscape. Introduction to planting design. Field trips required. (4), F, Two hours of lectures and six hours of studio each week.

LA 252 PLANT MATERIALS AND DESIGN II
Biogeography; identification of native species, evergreens, and exotics; uses of plants in the landscape; and planting design projects. Field trips required. (4) S, Two hours of lectures and six hours of studio each week.

LA 350 LAND USE ECOLOGY
Fundamental ecological theory with emphasis on human intervention and land use problems; ecological systems analysis for environmental impact assessments; environmental measurement; problems of data collection and use. (3/4-1 U) F, Two hours of lectures and 3 hours of studio per week.

LA 370 DESIGN-BEHAVIOR INTERACTION
Critical discussion of notions and theories pertaining to the reciprocal effects of landscape architectural design and human behavior. (3/4 U) F, Three hours of lecture-discussion per week.

LA 417 LAND AND SOCIETY: HISTORY, THEORIES AND PROBLEMS
Historical and cross-cultural investigation of the use, shaping and perception of the land-based environment; case studies, critical problems, issues, and theories of social-environmental interaction. (1 U) S, Three hours of lecture-discussion per week.

LA 437 REGIONAL LANDSCAPE DESIGN
Detailed investigation for landscape resources and characteristics of large geographical areas; determination of land use proposals including the use of gaming and computers as planning and evaluation tools. (1 U) S, Eight hours of studio per week.

LA 441 SUBURBAN LAND USE PATTERNS
Theoretical basis for land use plan design, including site qualities, off-site environmental impacts, relative location of activities and sequences of development. (3/4 U) F, Three hours of lecture-discussion per week.

ARCH/ LA 463 METHODS OF SOCIAL AND BEHAVIORAL RESEARCH
Introduction to methods and techniques of systematically generating social and behavioral information relevant to the programming, design, and evalution of physical environments. (1 U) F, Four hours of lab-discussion per week.

LA/ ARCH 464 CONDUCTING SOCIAL AND BEHAVIORAL RESEARCH IN DESIGNED ENVIRONMENTS
Each student prepares and conducts research to obtain information about specific relationships between people and the designed environment. (1 U) S, Three hours of lecture-discussion and 1 hour of lab per week.

LA/ ARCH 465 DESIGN/BEHAVIOR STUDIO
Development of various environmental design projects with emphasis upon the consideration of behavioral factors. (1 U) F, Twelve hours of lab-discussion per week.

LA 498 MASTER'S PROJECT
Major independent or small-group project synthesizing knowledge from previous coursework. (1-2 U) F, S.

LA 499 MASTER'S THESIS
For all students writing master's theses in Landscape Architecture.

Part 2 Other Required Courses

EDPSY 390 ELEMENTS OF EDUCATIONAL STATISTICS
Designed for terminal value for professional training of students not entending to pursue advanced graduate work, and for introductory value for students continuing graduate study in education; descriptive statistics, introduction to correlation and regression, the normal curve, statistical inference, and the presentation and interpretation of statistical data in educational literature. (1 U) F, S, Four hours of lecture-discussion per week.

UP 378 LAW AND PLANNING IMPLEMENTATION
Cases, legislation, and materials illustrative of the social, economic, and environmental interrelationships of land-use planning and the dynamic role of law as a system of controlled conflict; traditional and emerging concepts of zoning, subdivision regulation, housing codes, and review procedures. (3/4 U) F, Three hours of lecture-discussion per week.

UP 477 ECONOMIC ANALYSIS OF PUBLIC PLANS AND POLICIES
Techniques of policy analysis and evaluation; includes microeconomic concepts, cost-benefit analysis, cost-effectiveness, and planning-programming-budgeting systems; and examines selected public policies in areas such as transportation, environmental control, health, education, housing, and local finance. (3/4 U) S, Three hours of lecture-discussion per week.

Part 3 School Courses Available As Electives

LA 214 HISTORY OF LANDSCAPE ARCHITECTURE
Analysis of the development of Landscape Architecture as a result of environmental and cultural influences. (3) S (alternate years), Three 1-hour lectures per week.

LA 253 * PLANTING DESIGN
Planting design philosophies; detailed and comprehensive design projects; management practices; technical documents; plant identification. Field trips required. (4) S, Two 1-hour lectures per week plus six hours studio.

LA 282 * VISUAL COMMUNICATIONS II
Continuation of LA 181, with emphasis on advanced rendering techniques, and further exploration of the media and method of visual communication. (3) F, hours of lectures and hours of studio each week.

LA 338 DESIGN WORKSHOPS II
Project design at various scales utilizing problems of a wide range of complexity and subject matter; involving rural, community, and urban problems, housing, recreation, and open space; emphasis on problem analysis and generation of innovative design alternatives. Student selects from several sections depending on specific interests. (5) S, Two hours of lecture per week plus 10 hours of studio.

LA 442 SPATIAL DESIGN METHODS
Representations and solution procedures for problems involving the arrangement of land use activities in space; optimizing, approximate and graphic methods, their application, effectiveness and efficiency; experiment with computerized procedures. (1u) S, Three hours of lecture-discussion per week.

LA 450 ENVIRONMENTAL IMPACT ASSESSMENT PROCEDURES
Introduction to environmental impact assessment, structuring of data for evaluation and the organization of impact statements and design evaluation documents. Particular emphasis placed on the effects of land development and management. (1u) S, Three hours of lecture-discussion per week.

ARCH/LA
481 & 482 URBAN DESIGN
Design development of new or renewed urban areas and systems in collabroation with architecture and urban planning students. (1-2u) F, S, Twenty hours of lab per week.

LA 490 SPECIAL PROBLEMS
Study of an individual topic or preparation of a selected project in consultation with a faculty advisor. (1/2-2u), F, S.

A6 Student Enrollment Summary

Part I Major Students/Degrees Awarded
Five Year Summary/Historical Summary

Academic Year	In-State		Out-State		Foreign		Total		Total Major Students	Degrees Awarded (calendar year)	
	M	F	M	F	M	F	M	F			
1980-81	6	7	3	10	2	3	11	20	31	1981	12**
1979-80	3	8	10	8	2	3	15	19	34	1980	9**
1978-79	4	7	11	9	4	2	19	18	37	1979	7
1977-78	3	5	10	7	3	1	16	13	29	1978	7
1976-77	6	4	11	6	1	0	18	10	28	1977	12
5 year	22	31	45	40	12	9	79	80	159		47**
	Domestic M	Domestic F									
1975-76	21	13			1	0	22	13	35	1976	13
1974-75	23	8			1	0	24	8	32	1975	12
1973-74	20	4			1	0	21	4	25	1974	9
1972-73	17	3			0	0	17	3	20	1973	4
1971-72	10	1			1	1	11	2	13	1972	3
1970-71	16	0			1	0	17	0	17	1971	8
1969-70	13	0			1	0	14	0	14	1970	8
1968-69	12	0			1	0	13	0	12	1969	4
1966-68	14	0			1	0	15	0	15	1966	7
1966-67	18	0			1	0	19	0	19	1967	4
1950-66											17
										Total Degrees	136**

* This includes all students registered in courses and enrolled in the Department as of tenth day of Fall Semester. Number of students carrying a "normal load" is usually somewhat lower, e.g., 29 in Fall 1980.

** Estimated

A6 Student Enrollment Summary

Part 2: Record of Graduates: Five Year Summary, 1975 thru 1979 [1]

Present Occupation [2]	Males	Females	Total
Advanced Study and Research	-	-	- [3]
Teaching	4	3	7 [4]
Private Practice	18	6	24
Governmental Practice	6	4	10
Design Build or Development	3	-	3
Other (trade/barter, parent)	1	1	2
Unknown	6	2	8
Five Year Total	38	16	54 [1]

[1] Includes three 1980 graduates

[2] Or, in ten cases, last known within last six months

[3] Four graduates classified in other categories report research as a significant part of their job, but are not counted here.

[4] Three graduates classified in other categories also teach part time, but are not counted here.

A7 OVERALL ANALYSIS

A major strength of the MLA program is its clear definition of goals, carried out through a carefully designed structure of programs and coursework that has evolved under constant adjustment and evaluation, and that offers both advanced specialization and basic core professional skills within three years.

We see both the faculty and the students as major strengths, too. The faculty is generally young and enthusiastic and thoroughly committed to teaching. They are products of top quality education and bring a diversity of background and orientation to the program. The faculty teaching the advanced specialized courses have strong research interests and accomplishments. The students, even more diverse in their backgrounds, are mature, intelligent, demanding and enthusiastic. Many of them have significant experience outside universities, and possess reading, writing and speaking skills unusual for an L/A program. As graduates they have found good, and appropriate, jobs and produced solid work.

The program is adequately funded for its current size and structure, and permanent funding has been supplemented with very large amounts of contract work. Financial support of graduate students has been excellent, as described in Section G3. Faculty salaries at the entry level are competitive or slightly better and attract good people. The administration of the program has proven flexible and reasonably responsive. Individual faculty are given great freedom. Faculty-student relationships are open, informal and mutually rewarding. The clerical staff is hard-working, efficient, and interested in the program, the faculty, and the students.

Computer support is excellent, with ample in-house equipment and people. Office space is relatively generous and highly accessible, encouraging and maintaining good communication between students and faculty. The City Planning and Landscape Architecture Library houses one of the premier collections of the world. The general university library is reputed to be the third largest university collection in the country.

Our lecture and visitors program is strong. Weekly colloquia offer a range of exposure from presentation of faculty research work through practitioners of diverse age and office orientation to star names in landscape architecture and allied fields. A special visitors committee including academic, public and private practitioners comes to campus once a year for an intensive two to three day session. For the last four years we have also been able to bring experienced practitioners from other parts of the country to the department for studio assignments of from three weeks to the full academic year.

The campus generally ranks in the top ten in the United States, and provides enormous cultural and academic resources. There are many other units and programs that effectively complement landscape architecture. The department has developed highly effective formal ties with Geography, Planning, and Housing Research and Development in developing its Areas of Specialization and has excellent relations with others such as Architecture and Leisure Studies. These ties extend beyond the classroom; joint faculty research and appointments are common as are work and appointments in other units for our students. The College and Campus administration has been supportive of the program, and the department in turn is highly visible and respected, surprisingly so for its field and for its size of less than 1/2 of 1% of campus enrollment.

Weaknesses

The major weakness of the MLA program is the fragility of its Areas of Specialization, which depend on a small core of people and courses.

The intensity of the curriculum has its price; the ability of non BLA students to move through it in three years is paid for through intense, draining demands on their time and energy, particularly in the first two years with their conflicting demands of "head work" and "board work".

The informality and flexibility of departmental administration has perhaps been overdone in the area of procedures, at the expense of organization, consistency, attention to detail, and writing things down. Faculty turnover for the last four years has been high; losses have included two long term faculty who often served as "glue" for policies, procedures, and administrative details at both prerequisite and advanced levels. As a result coordination and advising have been particularly frustrating and time consuming this year. Uncertainty over staffing and course assignments has also been frustrating to both faculty and students, and the time and energy demands of recruiting somewhat draining. Replacements have generally been of excellent quality (those who weren't are no longer with us) but even the best of people need acclimation time, particularly if they are new to teaching. These problems should not be over emphasized, as they have not had a great effect on the quality of program content, but continuity has suffered and energies dissipated.

Funding has not been a critical problem, but it has imposed some important limitations and poses some potentially severe problems for the future. Funding level for faculty teaching advanced courses is adequate for the size of enrollment, but still locks us into the fragility and dependency mentioned in the first paragraph; it would permit more students in advanced specialty courses but not more faculty or courses. (see E3) While our student diversity is a strong point of the program, enrolling more students with BLA backgrounds would permit growth without requiring additional resources. We have depended heavily on soft money, particularly for graduate student support and for our operating expenses. This last budget item is critical. It has not increased in six years; its steady erosion has now become critical with continued inflation and particularly with the drastic increase in travel costs over the last year. Faculty salaries, excellent at entry level, erode rapidly due to very poor annual salary raises (as low as 2 1/2% one year), leaving us highly vulnerable to faculty turnover at the middle and higher ranges, a level at which we are understaffed to begin with.

Space in the CPLA library is totally inadequate. Possibly as much as 75% of the collection is now housed in the main stacks and the proportion increases each year. Reading space is way short of peak demand and current periodical display space minimal. All in all, one of the finest resources in the country is operating below its potential

Problems remain in reconciling the traditional academic criteria for promotion and tenure used at campus level with the interests and expectations of design-oriented faculty, and with the number of contact hours required of faculty teaching core studio courses.

There are few good examples of private landscape architecture offices and work, or opportunities for part-time employment for students or quality practice for faculty, closer than Chicago or St. Louis. For the last four years, however, we have been able to largely compensate for some of these disadvantages through our visitors program.

Plans for Improvement

We have been frank in identifying our weaknesses: they are the gaps between what we are doing and what we would like to be doing. Not all of them are correctable. Some are inherently linked to strengths; the time pressure, for example, is linked to the ability to finish in three years. Correcting others requires either additional hard money that we've so far been unable to get, or dropping other things we're doing. Still others are way down on our priority list or require special commitment by a faculty member. These are the steps for improvement that have the highest priority to us.

- Explore curricular and funding structures that would enable us to reduce the fragility of our two Areas of Specialization, and possibly add an additional option.

- Major recruitment, or at least mailing, campaigns for Fall 81 and Fall 82 admissions in order to increase BLA enrollment, as discussed in Section E3: Enrollment Information.

- Put more program policies in written form, without destroying important aspects of our flexibility. This is particularly important for new faculty.

- Continue to push for more library space. This may entail moving the library out of Mumford Hall, which is undesirable, but the price that may have to be paid for adequate facilities.

- Continue to emphasize colloquia, field trips, and visiting design critics to balance the drawbacks of our rural and relatively isolated setting.

- Establish departmental criteria and evaluation procedures for promotion and tenure that define alternative paths for faculty development in addition to traditional journal publication. We did this four years ago, but the result was incomplete and insufficiently explicit. We feel that problem lies at the campus not departmental level, but that initiative in resolving it must legitimately begin with the department.

B: PROGRAMS, ACADEMIC

SECTION B: PROGRAMS, ACADEMIC

B1 Historical Summary

In 1971, the department began a major revision and expansion of its graduate program, which until that time had emphasized a further honing of the skills students had acquired in their undergraduate education, adding some stress on large scale application of the attention to natural systems that had long been a tradition in the department.

We believed, contrary to folklore, that a department could not only offer strong programs at both the Bachelor's and Master's level, but that a strong, distinctive master's program was necessary if the undergraduate program was not to fall behind in a profession that was undergoing significant change.

We aimed at developing a program that would 1) attract and maintain a larger enrollment, 2) accept entering students with degrees from other fields and equip them with entry level skills in the core professional areas, 3) offer advanced skills valuable for the future development of the profession, and 4) incorporate research activity that would add to the capabilities of the department and the profession, affect the real world, and attract outside funding.

Obviously neither our ambitions nor the rationale behind them proved unique to Illinois; they are common to most graduate programs in Landscape Architecture today. Translation of these generalized goals into a working program, however, took certain distinctive directions.

Two factors shaped the new graduate program from its beginning. One was a decision to specialize in two areas and to require that students, while given some freedom to tailor their coursework, make a commitment to one of the two Areas of Specialization. The other was the conviction that a multi-disciplinary orientation utilizing the strengths of other campus units was required, not only to build a quality program within realistic resource expectations, but to educate students who could work comfortably and productively within the future profession.

The two areas of concentration chosen were Land Resources Planning and Design-Behavior studies. Each, we felt, would be of critical importance to the future profession. Each could draw well from other academic areas of campus strength. Neither had to depend extensively on easy access to professional offices, expertise, and built work available in large metropolitan areas, but lacking in Urbana-Champaign and the nearby area. They differed in that Land Resources Planning was already a major focus of some leading programs elsewhere, while Design-Behavior work was virtually non-existent in L/A programs.

In 1972, Professor Rutledge, then graduate program coordinator, began development and direction of the Design-Behavior track, and Professor Hopkins joined the faculty and began development of the Land Resources track. The essentials of the program, with its two areas of specialization, were developed from 1973 through 1977. Professors Weidemann and Wilkin, a psychologist and an ecologist, were added to the faculty. New program money for the Land Resources track was awarded in 1975. Graduate level coursework required for the degree was raised from 8 to 12 units. Substantial outside contract funding was obtained. Strong working ties were formed with the Departments of Geography and Planning in the Land Resources track and with the Architecture Department and Housing Research and Development Program in the Design-Behavior track: cross-listed courses and student cross enrollment, joint faculty appointments and joint faculty research work.

B 2 Objectives of the School

Sections A2 and A4 on the Objectives and Curriculum, and Section B1, which discusses objectives in an historical context, well define the goals of our program, and the methods we have chosen to achieve them. We will only summarize here two distinctive features that we feel characterize the program and constitute its particular flavor and strength.

First, it offers truly advanced work of undiluted graduate level quality and considerable intellectual demand. For the student entering without a BLA this work is required in addition to prerequisite courses, carrying no graduate credit, in core professional areas.

Secondly, it emphasizes two areas of specialization that combine unique departmental core courses with a careful selection of required and elective courses in other units. Development and adjustment over several years have produced programs that enable the student to integrate skills and knowledge from allied disciplines into a sharp, useful, and highly employable whole, valuable to the practioner, and the profession, of landscape architecture.

B3 Distinctive Instructional Procedures

Computer use is integrated into both the prerequisite and graduate courses. Rather than teaching a specific course in computing methods, the approach has been to include computer use as a natural part of coursework whenever appropriate. The department's computer facilities, which include 4 terminals, a digitizer and a microcomputer are used in graphics courses, construction courses, regional design courses, the design behavior fieldwork course, and the spatial design methods course. Although the immediate effect on a few students may be less than from a specialized course, the long term effect has been that many students naturally use the computer for certain tasks. The effectiveness of this approach is heavily dependent on having a full time research programmer who spends considerable time developing conversational program packages for various landscape architecture tasks.

B4 Educational Sequences

THE DESIGN SEQUENCE

The first design course, LA 133 Landscape Design is an introduction to the fundamentals of design, including two and three dimensional abstract studies. LA 134 Site Design provides a direct application of design concepts in the context of site planning, including orientation, circulation, land use definitions and relationships. There is a particular focus on a design process. LA 235 Recreation and Community Design relies on more complex problems in community or recreational design to develop site and master planning skills. Students in the Design Behavior specialization as well as other students who choose to pursue their design skills further, take LA 338 Design Workshops II. A wide range of possible project design problems provides experience in more complex, specialized, or unusual design situations, such as abstract land form design or energy efficient site planning. Students then pursue workshops in their area of specialization, as described in Section B5.

THE GRAPHIC SEQUENCE

LA 180 General Drafting and Graphics introduces students with no graphics background to basic drafting skills, including lettering, views and projections, and shades and shadows. LA 181 Visual Communication I introduces perspective sketching and basic techniques in rendering. Students continue to develop their graphic skills through design studio projects and some students choose to take the advanced graphics course, which focuses on advanced rendering and alternative media.

THE TECHNICAL SEQUENCE

LA 142 Landform Design and Construction introduces land form as a design element and a technical problem, including landform representation, nature and properties of soils, and basic grading and earthwork calculations. LA 243 Site Engineering focuses on more complex landform calculations, drainage, circulation, utilities, and construction drawings. Students in the design behavior specialization, and other students who choose to pursue such skills, take LA 244 Landscape Construction, which covers construction methods and materials. All students take LA 246, Professional Practice.

THE NATURAL SCIENCE SEQUENCE

Students first take LA 350 Land Use Ecology, which covers aspects of soils, terrestrial ecology, climatology, and hydrology pertinent to land use decisions. LA 251 Plant Materials and Design I introduces landscape plant materials and basic concepts of planting design. Students in the design behavior specialization, and others who choose to , also take LA 252 Plant Materials and Design II, a further development of the concepts in LA 251. Students in the land resources specialization take two additional natural sciences courses as described in Section B5.

B5 Integration of Courses

Each student chooses one of the specializations, or in rare cases, proposes an individual specialization. The coursework in each specialization is organized to provide sufficient continuity and depth to give the student professionally useful knowledge and skills.

DESIGN BEHAVIOR

LA 370, Design Behavior Interaction, is an introduction to design-behavior studies: the field, its literature, and some of its central issues. An important goal is to show why behavioral knowledge beyond the traditional client's program is critical to successful design. Arch/LA 463, Methods of Social and Behavioral Research in Designed Environment, is an introduction to research techniques applicable to the field of design-behavior studies: a survey of various methodologies, including their assumptions, limitations, and appropriateness to various types of problems. In LA/Arch 464, Conducting Social and Behavioral Research in Design Environments, the student actually conducts research. He or she is expected to define a problem relevant to an understanding of the relationships between behavior and the built environment, search the literature, frame a hypothesis, select the methodology most appropriate for testing it, execute the work, evaluate the reliability and usefulness of the results, and suggest logical extensions of that work. This course can also provide the student an opportunity to accomplish research that can later serve as a base for his or her Master's Project or Thesis. LA/Arch 465, Design/Behavior Studio, is a studio concentrating on the behavioral determinants of design. The student poses a design problem, searches, analyzes and synthesizes existing research findings relevant to the problem, and then uses them to produce an actual design, or in very complex problems possibly a comprehensive design program. It is analogous to more traditional specialized studios emphasizing plant materials, structural systems, or purely formalistic elements. The sequence is 1) introduction, 2) methods of research, 3) conducting applied research, and 4) design based upon research. The sequence is followed by a Master's Project or Thesis, which can serve either as a synthesizing exercise or a specialized investigation.

LAND RESOURCES

LA 441, Suburban Land Use Patterns, introduces a range of issues and theoretical constructs pertinent to the allocation of land to alternative uses. These issues are further developed in a course on planning law (UP 378 or 379) and a course in economic evaluation of plans and policies (UP 477). Students also take two graduate level natural science courses (e.g., soils management, ecological climatology, geomorphology, limnology) depending on their backgrounds and specific interests. Each student must take at least one course in a specialized skill area such as remote sensing, environmental impact assessment (LA 450), financial analysis, or land use modeling. The knowledge and skills from these courses are brought to bear on a land use problem of particular environmental or esthetic significance, such as agricultural land preservation, in a workshop course (LA 437, Regional Landscape Design). Students then pursue a Master's project or thesis, often building on work in one of the specialized skill areas.

B6 Cooperation and Integration with Allied Fields

The design behavior specialization is linked to the Architecture Department through shared teaching responsibiliites for joint departmental core coursework, and to the Housing Research and Development Program through joint appointments and extensive use of our graduate students on HR&D research work. Students in this track also make extensive use of coursework and faculty resources in the Department of Leisure Studies.

The land resources specialization is closely linked with the land use and environmental concentration in the Department of Urban and Regional Planning. Two of the landscape architecture courses are crosslisted in planning and have major enrollments of planning students. Two of the core courses for LA students are taught in the Department of Urban and Regional Planning. The LA Department helps support the remote sensing activities of the Department of Geography and students take courses in that department. This cooperation is maintained through close faculty associations with these departments including a joint appointment in the Department of Urban and Regional Planning.

B7 Methods used for the evaluation of programs, courses, instruction and student performance

Instruction

Since 1975, all instructors have been required to distribute the Illinois Course Evaluation Questionnaire to all students at the end of the semester. Results are sent both to the instructor and the Department Head. From this, the instructor is able to evaluate his performance and the department is able to test the quality of its instruction. Results for individual instructors are compiled and kept by the Department Head.

This questionnaire consists of three types of questions. Three questions ask for blanket evaluation of the instructor, content, and course overall. A bewildering variety of statistical evaluations, comparisons, and rankings are produced from these questions by the Office of Instructional Resources. The second group consists of eight questions common to all departmental courses, chosen by a faculty/student committee in 1976/77 and are used for in-departmental evaluation. The remaining twelve questions are selected by the instructor and are considered as diagnostic, for his or her benefit, not evaluative. A sample is included in the Appendix. Formal peer evaluation of teaching has not been used, but is being considered.

One of the summaries prepared by the Office of Instructional Resources is a ranking of instructor performance in every course taught each Fall and Spring semester. Instructor's ratings for each course are compared with the rankings of all the campus instructors teaching courses at that level (100, 200, 300 or 400). Those instructors in the top 10% appear on the "Incomplete List of Excellent Teachers" for that semester.

Over the last ten semesters, nine different L/A department faculty members, exclusive of teaching assistants, have appeared on this list a total of twenty times.

Programs and Courses

Are periodically evaluated by the department, usually in a pragmatic way, through discussion in department meetings when problems or just general concern for enlightenment and improvement arise. In 1974, the undergraduate curriculum was revised after years of discussion. Course content was reconsidered and redistributed; additions and deletions were made, and the process of formal academic acceptance was carried through. Another evaluation, resulting in proposals for more major changes was held during 1979/80. The proposed changes would affect graduate prerequisite work as well.

Our Visitors' Committee and our frequent visiting or adjunct professors also contribute to program and course evaluations in both structured form and informal evaluation. Professor Molnar, for example, made major suggestions, including a sequence restructuring, after teaching two courses in 1979/80.

Programs and Courses (continued)

The Dean of the College monitors the program through Annual Departmental Reports and Faculty Activity Reports. In 1973 the campus mounted a thorough and ambitious program for internal review: The Council on Program Evaluation, or COPE. This program calls for a major investigation of each department by a special Task Force appointed by the Vice Chancellor for Academic Affairs, and consisting of faculty members from both inside and outside the department and student representatives from within. Their lengthy analysis is then forwarded to the Campus Council, which makes a report including recommendations. This process, in the judgment of people involved, has produced results of somewhat uneven quality, but some results have been both controversial and drastic, including the temporary "mothballing" of one department and one proposal to eliminate an entire College. This initial review is/ was to be followed by subsequent reviews every five years, the intensity of which are to be adjusted to perceived problems or needs.

We had our major review in 1975-76. The COPE Task Force met with the Accreditation Team that year, the University is committed to make internal and external reviews complementary. Our COPE report was deeper and more perceptive than most. A copy of the Council's final report is available for this year's Accreditation Team. We are scheduled for a five year follow-up review, as well as for a campus evaluation of the Department Head as now required every five years, either this year or next.

Student Performance

The evaluation of student performance is the responsibility of individual staff members in their respective courses. A 4.0 graduate GPA is required by the Graduate College, for graduation or for continuing enrollment for students who have accumulated 8 units or more. The department also normally requires a 4.0 GPA for graduate and prerequisite courses combined for advancement from limited to full status.

B7 Continued

Special Program Evaluation

In the summer of 1980 an extensive questionnaire was sent all alumni, of our our Bachelor's and Master's programs, for whom we had any address. Over 600 questionnaries were mailed. The questionnaire sought from graduates information on work experience since graduation, evaluation of their Illinois professional education and their views on registration and continuing education. Over 200 questionnaires were returned from this mailing and the follow-up described below. A sample of the questionnaire is included in the appendix.

We were particularly interested in the response of those students who had graduated in 1975 or later; we thought these graduates could provide information helpful both to the accreditation teams reviewing the school this year and to the department itself--a measure of how successfully we have been preparing our recent graduates for work within the current professional context. A second mailing was sent to those students who had not returned the first questionnaire, and was supplemented with telephone calls. Final rate of return was 52% for post 74 BLA recipients and 66% for post 1974 MLA recipients.

Responses are being compiled and analyzed. A preliminary partial summary of MLA graduates from 1975 through 1979 has already been compiled. A summary of responses to eleven questions is included here. We think that evaluation of our program by these people, all of whom have had one to five years of perspective and of applying their education in professional practice, offers a most pertinent measure of its success.

Questions A through K ask for evaluations of the master's program from the perspective of practicing graduates. Responses for A through F are tabulated for graduates of each area of specialization and for all graduates. Questions G through K are identical to A, B, C, D, and F but responses are tabulated separately for people who entered our MLA with an undergraduate degree in landscape architecture and those without.

Questions L through P ask for information on use of specialty skills since graduation; responses are tabulated for all graduates and separately for each area of specialization.

PRELIMINARY SUMMARY - QUESTIONNAIRE RESPONSE

L/R = Land-Resource Planning
D/B = Design-Behavior Studies
L/A = students entering with undergraduate degree in landscape architecutre
other = students entering with undergraduate degree in another field

T = All respondents
n = number of responses

I. Evaluative Items: by Total and by Area of Specialization

A. How well do you feel your education from Illinois prepared you for employment?

	Very well		O.K.		Very poorly
L/R (n=18)	(4.5) 25%	(8.5) 47%	(4) 22%	(1) 5%	--
D/B (n=15)	(3) 20%	(8) 53%	(3) 20%	(1) 7%	--
T (n=33)	(7.5) 23%	(16.5) 50%	(7) 21%	(2) 6%	

B. How did you compare to graduates of other schools in traditional, core skills?

	Above average	Average	Below average
L/R (n=14)	(7) 50%	(7) 50%	--
D/B (n=13)	(4) 31%	(9) 69%	--
T (n=27)	(11) 41%	(16) 59%	

C. How did you compare to graduates of other schools in additional, specialized skills?

	Above average	Average	Below average
L/R (n=14)	(9) 64%	(5) 36%	--
D/B (n=15)	(12) 80%	(3) 20%	--
T (n=29)	(21) 72%	(8) 28%	

D. How satisfied, in general, are you with your education from Illinois?

	Very satis.		Neutral		Very dissat.
L/R (n=18)	(8) 44%	(10) 56%	--	--	--
D/B (n=16)	(8) 50%	(4) 25%	(3) 19%	(1) 6%	--
T (n=34)	(16) 47%	(14) 41%	(3) 9%	(1) 3%	

E. In seeking your first job, how did potential employers view your Illinois MLA?

	Very positively		Neutrally		Very negatively
L/R (n=19)	(7) 39%	(6) 32%	(6) 32%	--	--
D/B (n=14)	(6) 43%	(4) 29%	(4) 29%	--	--
T (n=33)	(13) 40%	(10) 30%	(10) 30%		

F. How satisfied are you now with your program specialty?

	Very satis.		Neutral		Very dissatis.
L/R (n=19)	(5) 26%	(8) 43%	(5) 26%	(1) 5%	--
D/B (n=16)	(7) 44%	(5) 32%	(2) 12%	(2) 12%	--
T (n=35)	(12) 34%	(13) 37%	(7) 20%	(3) 9%	

II. Evaluation Items: by Undergraduate Background

G. How well do you feel your education from Illinois prepared you for employment?

	Very well		O.K.		Very poorly
L/A (n=10)	2 20%	6 60%	2 20%	--	--
Other (n=33)	5.5 24%	10.5 46%	5 22%	--	--

H. How did you compare to graduates of other schools in traditional core skills?

	Above average	Average	Below average
L/A (n=7)	4 57%	3 43%	--
Other (n=20)	7 35%	13 65%	--

I. How did you compare to graduates of other schools in additional, specialized skills?

	Above average	Average	Below average
L/A (n=9)	(9) 100%	--	--
Other (n-20)	(12) 60%	(8) 40%	--

J. How satisfied, in general, are you with your education from Illinois?

	Very satis.		Neutral		Very dissat.
L/A (n=11)	(7) 64%	(3) 27%	(1) 9%	--	--
Other (n=23)	(9) 25%	(11) 42%	(2) 25%	(1) 8%	--

K. How satisfied are you now with your program specialty?

	Very satis.		Neutral		Very dissat.
L/A (n=11)	(6) 55%	(3) 27%	(1) 9%	(1) 9%	--
Other (n=24)	(6) 25%	(10) 42%	(6) 25%	(2) 8%	--

III. Items on Use of Speciality Skills: by Total and Area of Specialization

L. Indicate the percentage you use the following in your current employment.

	Core skills	Speciality skills	Other skills
L/R (n=18)	50%	27%	23%
D/B (n=14)	69%	17%	14%
T (n=32)	58%	22%	20%

M. How much have you used your specialty skills since graduation?

	A lot		Some		None
L/R (n=19)	(6) 32%	(5) 26%	(7) 37%	--	(1) 5%
D/B (n=15)	(1) 7%	(3) 20%	(9) 60%	(1) 7%	(1) 7%
T (n=34)	(7) 21%	(8) 24%	(16) 47%	(1) 3%	(2) 5%

N. In seeking employment, how helpful have your specialty skills been?

	Very helpful		Of some help		No help at all
L/R (n=19)	(7.5) 39%	(4.5) 24%	(4) 21%	(3) 16%	--
D/B (n=14)	(2) 14%	(4) 29%	(2) 14%	(4) 29%	(2) 14%
T (n=33)	(9.5) 29%	(8.5) 26%	(6) 18%	(7) 21%	(2) 6%

O. Compared to your expectations at graduation, have you used your specialty skills?

	Much more than expected		About as expected		Much less than expected
L/R (n=18)	(3) 17%	(3) 17%	(5) 27%	(3) 17%	(4) 22%
D/B (n=15)	--	(3) 20%	(9) 60%	(3) 20%	--
T (n=33)	(3) 9%	(6) 18%	(14) 43%	(6) 18%	(4) 12%

P. Are you now using your specialty skills?

		Much more than I desire			Right amount				Much less than I desire	
L/R	(n=16)	--	(0.5)	3%	(8.5)	53%	(5)	31%	(2)	13%
D/B	(n=14)	--	--		(5)	36%	(8)	57%	(1)	7%
T	(n=30)		(0.5)	2%	(13.5)	45%	(13)	43%	(3)	10%

DISCUSSION

Even a cursory review of the tabulation of responses reveals four clear messages.

1) The respondents' evaluations of the program, from several aspects, and of their skills derived from it, are uniformly and highly positive. Results of evaluative questionnaires are customarily skewed to the favorable pole. Still...134 positive responses (out of 191 total in Part I), and only 6 negatives (and all of these in the next-to-middle category) represent a highly gratifying appraisal of our program.

2) The graduates use their core (traditional professional) skills considerably more than their specialty skills or other skills. On the average, graduates would like to use their specialty skills more than they are now doing, but this does not seem to have disenchanted them with their specialty. The median or average of responses to question O would indicate that graduates were well prepared for the higher demand for core rather than specialty skills, but there is a wide spread of responses. Correlation studies of responses to some of the questions in Part III might show whether satisfaction with specialty skills and their use is a function of the amount they are currently used, expectations at graduation, or both.

3) On the average, land resources graduates are currently able to use their specialty skills more, and are more content with the amount they use them, than are design-behavior graduates. This is not surprising. Land resource planning has been a commonly accepted part of landscape architecture for two decades; design behavior is only recently beginning to gain acceptance. Private and governmental practitioners have also played a major role in the development and application of land resource-planning techniques; design-behavior study is still largely the province of universities and a very few federal agencies. Interestingly, design behavior graduates are, if anything, slightly more satisfied with their specialty than are land-resources graduates. Maybe they are simply more optimistic about the future.

4) Responses analyzed in items G through K show that respondents who entered the program with an L/A degree are slightly more positive in evaluating the program, and their skills, than are those who entered the program from other fields. While we would have been pleased if the two groups had been equally positive in their responses, it is hardly surprising that they are not. It would be naive to expect no difference whatsoever between six to seven years of professional training and three. What is surprising is that the biggest difference between the two groups shows up in appraisal of their specialty skills (Question I); this is the area where each group had equal exposure and presumably achieved equal competency. One could speculate that the L/A background students simply had more time and energy to devote to their advanced specialized coursework than the students who had to simultaneously cope with prerequisite core coursework.

In summary we think that preliminary analysis of the questionnaire responses is a clear measure of the effectiveness of the MLA program, at both core and specialty levels, particularly when considered in conjunction with the employment placement records (section A7) and other achievements listed under "Graduates and Alumni" in section E4.

C: RESEARCH AND PUBLIC
SERVICE PROGRAMS

SECTION C: RESEARCH AND PUBLIC SERVICE PROGRAMS

C1 Objectives

Research and Public Services are desirable activities in themselves. This Department and this University consider them a part of what an institution of higher learning is all about.

In relation to the educational program, however, we consider the objectives of Research to be:

1) keeping the educational program abreast of new techniques, skills, and knowledge.
2) providing necessary funding beyond our hard line budget, particularly for student support through assistantships.
3) attracting and stimulating good faculty.
4) affecting the real world through contract work.

We consider the objectives of Public Service to be:

1) affording the students a better, more useful education through working with real clients, sites and programs.
2) improving the quality of the environment by providing services that otherwise would be unavailable or unaffordable.
3) promoting a recognition of the profession and the service it offers that is sorely needed.

The Research work is an integral part of our graduate level academic program. Our goal in educating graduate students is not to produce research scientists, a goal inappropriate at the Master's level, but to produce professionals who understand research, who are capable of using it, who will use it, and who will use it as and where appropriate. The best way to accomplish this is to involve them in research, and we have.

Most faculty are active in ongoing research work, ranging in topic from salamanders to satisfaction in public housing, which is described under the Individual Teacher's Records in Section D7. Student research activity goes beyond the usual contract Research Assistant job to include departmentally funded research assistants working with individual faculty on jobs requiring considerable initiative and self direction, and on to substantial work of their own presented at national meetings and published in national journals.

Our funded research program has been extensive, generating over $1,250,000 worth of work in the last six years. It has supported a number of graduate students, supplemented our barely adequate hard budget, built a quality computing complex, produced solid work useful to the state, added to the knowledge of the regional environment and the interrelationship of natural systems and human intervention taking place within it, and brought home to a number of agencies and people the breadth of work includable under landscape architecture. The Illinois Natural Areas Inventory won a Special Illinois ASLA Award and a National ASLA Honor Award. Professors Anderson and Weidemann won a P/A Research Award for work sponsored by the Housing Research and Development but related to their efforts in the L/A program.

A good way to understand the role of our research activity of the last several years and its relation to the overall program is to consider it as having three components: scholarly faculty work requiring little or no funding, small contracts for applied research work, and two extremely large complexes of contract work that have produced over 90% of our research funding. The first two components are, on the whole, closely related to the faculty member's long term professional interests (and in varying degree to that of graduate students) and maintain a steady, reasonably even level of activity. The second, which really is a funded application of the first, consistently returns small but important financial benefits (assistantships and faculty released time) to the department as a whole. The third component has proven much less related to faculty/student career interests and has contained large components of routine work as close to service as to research. On the positive side, it has produced important contributions to the state's environmental management programs, high visibility for the department, and substantial discretionary funds.

Evaluating and managing a balance between these components is obviously important. We would like to be less financially dependent upon the third, but feel that we've managed well on the whole. Another current concern is that the very success and high internal visibility of our research activity further promotes a single minded publish or perish view of academic development inappropriate or destructive for those faculty oriented towards design. This problem will be addressed as part of a general study on faculty evaluation this academic year.

* * * * * * *

We feel our public service programs are modest but effective, and represent a good balance between educational goals and community contribution. Our last accreditation report spoke of

> "the satisfaction and learning experience of <u>building</u> projects as well as just designing them..."

as a major goal of our public service program and emphasized the many community play grounds actually built by our students. Since that time we have reevaluated the desirability of actually building community facilities as part of formal academic year coursework. Some of the objections were mundane, if not picky: The difficulty of evaluating and grading individual contributions, the compromises and pressures involved in completing construction within a semester, the tendency of tasks to be distributed on the basis of previously acquired skills (job done by people who could already do them instead of those who would learn from them), sex roles (women carrying nails, men pounding them), etc. More important was the growing conviction among the faculty members most experienced in such work that field construction was an exciting, satisfying experience for the students but not necessarily an educational one. We are now discussing ways in which actual construction might be a more controllable learning experience; one suggestion is to acquire departmental equipment and reusable material and develop the space behind 1203 Nevada as a construction laboratory.

Our graduate students have been active in professional service as well, with activities of the last two years including service on Springfield and Rockford R/UDAT visits (Regional and Urban Design Assistance Teams--sponsored by the American Institute of Architects), a survey of involvement by L/A firms in preservation work, conducted for the ASLA, and a survey and brochure design for the Women in Landscape Architecture Committee of the ASLA.

* * * * * *

In sum, our research program has grown enormously over the last five years, and our community service reduced in at least one sector. We think that our goals for each and our appraisal of their role and value to the academic program are more critical, realistic, and balanced compared to the expectations and rhetoric of the early 1970's.

C2 Programs

FUNDED RESEARCH PROJECTS: 1976-1980

Projects marked * were administered through campus units other than this department but included significant involvement of our faculty and, in some cases, departmental students as well.

1980-1981

Determination of Land Cover in Selected Illinois River Basins

Principal Investigator: Tom Frank $25,042
Sponsor: Illinois Environmental Protection Agency 9 mos.

Determination of the percentages of different land cover categories within specified sub-basins disaggregated into flood prone and non-flood prone areas.

Standard Review Basin Study

Principal Investigator: Caroline Badger $ 9,544
Sponsor: Illinois Environmental Protection Agency 6 mos.

Compilation and maintenance of appropriate data files for selected Illinois river basins, using the system developed under the Water Quality Management Information System contract of 1979-80.

Development of a Survey Instrument and the Selection of a Simulation Format for Assessment of Visual Quality of the Outer Continental Shelf

Principal Investigator: Joan I. Nassauer $ 5,809
Sponsor: Bureau of Land Management, Campus Research Board 8 mos.

Title is self-explanatory.

* Decatur Anti-Crime Program

Principal Investigator: Sue Weidemann/James R. Anderson $20,000
Sponsor: Decatur, Illinois, Housing Authority 6 mos.

Evaluation and planning for modernization and crime deterrence.

* The Effect of Varied Counseling Intervention Strategies on FmHA Borrowers' Ability to Make Home Ownership Payments

Principal Investigator: Sue Weidemann $ 7,566
Sponsor: Farmers Home Administration, USDA 1 yr.

* Hillside Quarry Project

Principal Investigator: Cherie Kluesing/Michael Romanos $12,262
Sponsor: Village of Hillside 8 mos.

Development of designs for higher and better alternative uses for a limestone quarry site.

Funded Research Projects (cont)

* Evansville Site Modernization Crime Deterrence Consultation (Pending)

Principal Investigators: Sue Weidemann/James R. Anderson — $ 6,869
Sponsor: Housing Authority of the City of Evansville — 7 mos.

1979-1980

Water Quality Management Information System

Principal Investigator: Donovan C. Wilkin — $104,525
Sponsor: Illinois Environmental Protection Agency — 3 yrs.

Development of information system for management of water quality.

Tree Inventory--Chanute Air Force Base

Principal Investigator: Natalie B. Alpert — $ 6,819
Sponsor: Chanute Air Force Base — 7 mos.

Inventory of location, caliper and species of all existing trees on base property. Development of a plan to reduce maintenance costs on all large grassed areas on the base.

Visual Qualtiy Criteria for Illinois

Principal Investigator: Joan I. Nassauer — $ 4,958
Sponsor: USDA Soil Conservation Service — 6 mos.

Development of visual resource quality tables with representative photographs and narrative descriptions of eight major land resource areas in Illinois.

* The Use of Optimization Techniques in Generating Alternative Designs for Water Resources Systems

Principal Investigators: E. Downey Brill, Jr., Lewis D. Hopkins — $26,000
Sponsor: Water Resources Center — 2 yrs.

Development, testing, and demonstration of mathematical programming techniques for generating alternative solutions to waste water treatment plant location and floodplain land use allocation problems.

* Modernization for a Multi-family Housing Development: A Comprehensive Plan and Longitudinal Evaluation

Principal Investigators: Sue Weidemann/James R. Anderson — $14,621
Sponsors: Housing Authority of Lake County, Illinois and University of Illinois Research Board — 2 yrs.

Funded Research Projects (cont)

1978-1979

Illinois Natural Areas Inventory

Principal Investigator: Robert B. Riley $675,160
Sponsor: Illinois Department of Conservation 3½ yrs.

Design and execution of a state wide inventory of identifying, describing and evaluating seven classes of natural areas, a total of 1022 sites. Development of a computer-based informational retrieval system for all data collected.

Stream Classification Project

Principal Investigator: Donovan C. Wilkin $42,845
Sponsor: Illinois Institute for Environment Quality 1 yr.

Determination of the potential for water quality upgrading requirements.

* Evaluation of New Ways to Use Optimization Models that are Compatible with and Useful in Public Planning Processes

Principal Investigators: E. Downey Brill, Jr./Lewis D. Hopkins $ 5,000
Sponsor: Campus Research Board

Preliminary evaluation of the use of the HSJ technique to apply linear programming to the task of generating alternative land use plans that are different from each other and good with respect to well-defined objectives.

* Floodplain Management Through Allocation of Land Uses

Principal Investigator: Lewis D. Hopkins $25,000
Sponsor: Institute of Natural Resources 2 yrs.

Development of a dynamic programming model of land use allocation taking into account the interdependence from increased upstream runoff and increased development within the floodplain; application of the model to analyzing alternative floodplain policies.

* Design and Management Factors in HUD-Assisted Housing

Principal Investigators: Sue Weidemann/Guido Francescato $ 5,000
Sponsor: National Endowments for the Arts and Department of Housing and Urban Development 2 yrs.

1977-1978

Aerial Photo Mosaics of Champaign County

Principal Investigator: Robert B. Riley $ 2,534
Sponsor: Campus Research Board 6 mos.

Assemble aerial photo mosaics of Champaign County in 1936, 1954, and 1973 for study of historical change in rural landscape patterns.

Funded Research Projects (cont) 1977-1978

Small Illinois Towns

Principal Investigator: J. William Taylor $11,000
Sponsor: Graham Foundation 1 yr 8 mos.

Study of the development of Chrisman, Illinois, and proposals for future development as a prototype for small Illinois towns

Small Illinois Towns

Principal Investigator: J. William Taylor $ 1,343
Sponsor: Campus Research Board 6 mos.

Documentation of development of selected small Illinois towns through photography, archival search and interviews with long time residents.

* Lake and Stream Classification System

Principal Invesitgators: Ben Ewing/Donovan C. Wilkin $119,158
Sponsor: Illinois Institute for Environmental Quality 2 1/2 yrs.

Devise lake and stream classification system.

* Water Quality Modeling

Principal Investigator: Donovan C. Wilkin $ 7,550
Sponsor: Illinois Environmental Protection Agency 3 mos.

* User Needs: Evaluating Housing for Low and Moderate Income Families

Principal Investigators: Guido Francescato/Sue Weidemann $95,436
Sponsors: Ford Foundation and HUD 4 yrs.

1976-1977

Landscape Architecture in Illinois: A Survey of its History

Principal Investigator: John A. Nelson $ 7,086
Sponsor: Illinois Arts Council 7 mos.

Development of a traveling exhibit portraying the history of landscape architecture in the state through historical documents and photographs.

PUBLIC SERVICE PROJECTS: 1976-1980

1979-1980

Community Design: Landscape Improvement Studies, New Athens, Illinois
Landscape evaluation and community design studies prepared with the support of the New Athens Commercial Club; Spring 1980. (Malcolm Cairns and students)

Little Lamb Nursery, Grace Lutheran Church, Champaign, Illinois
Development of alternative site designs (Joan Nassauer and students)

Washington School, Urbana, Illinois
Redesign of school grounds with children, parents and teacher input. Design focus on playground apparatus area. (Victor Walker and students)

The Tyler Arboretum, Lima, Pennsylvania
Site analysis and concept master planning to assist in determining the direction for expansion of programs and facilities for an existing 700 acre arboretum. (Victor Walker and students)

Buffalo Rock Project Area, Ottawa, Illinois
An aesthetic approach to land reclamation--a design demonstration project for the development of a site-specific sculpture garden. For Abandoned Mined Lands Reclamation Council, Springfield, Illinois and for Mr. Edmund Thornton, private property owner. (Cherie Kluesing and students)

Prototype Park Designs for Mahomet, Illinois
Master plans for community park. (Malcolm Cairns and students)

Chanute Air Force Base, Rantoul, Illinois
Solar retrofit and energy conservation landscape plan. (Natalie Alpert and students)

Chanute Air Force Base, Rantoul, Illinois
Landscape and planting designs for Chanute Officers' Quarters. (Natalie Alpert and students)

1978-1979

Urban and Water Front Redevelopment Project, Michigan City, Indiana
A design demonstration project of development options, prepared jointly for the City Planning Department and Indiana Coastal Zone Management Agency. (Cherie Kluesing and students)

Kankakee Community College
Prototype master plans for grounds of Kankakee Community College. (Natalie Alpert and students)

Champaign Elks Club
Design proposals. (Natalie Alpert and students)

Public Service Projects (cont) 1978-1979

JC's Camp New Hope for Physically Handicapped Children
Design proposals. (Natalie Alpert and students)

Vermilion County Forest Preserve District
Small park plan options. (Seishiro Tomioka, Edward Schweitzer and students)

Warren County, Indiana
County Land Analysis (Joan Nassauer, Lewis Hopkins and students)

1976-1978

Urbana Assembly of God Church Nursery Playground, Urbana, Illinois
Design and construction of playground for pre-school and elementary school age children (Paul Lettieri and students)

Children's Research Center
Design and construction of playgrounds (graduate students)

Orchard Downs Community Center

Will County Forest Preserve District
Regional Plan and Land Acquisition Plan. (John Nelson and students)

Court House Square redesign for Tolono, Illinois
Design proposals. (Natalie Alpert and students)

Parking Lot Redesign, Champaign-Urbana
Design proposals. (Natalie Alpert and students)

Urbana Park District
Site plans. (Robert Zolomij and students)

D: FACULTY

D1 Budgeted Teaching Staff

NOTES ON CALCULATIONS FOR TABLES D1

1. Fall entries are actual assignments and enrollments for Fall 1980.

2. Spring entries are Spring 1981 teaching assignments (as of 1 Nov 1980); enrollments are estimated based upon Spring '80 course enrollments adjusted for Fall '80 departmental enrollment.

3. Budgeted teaching time for a semester is not necessarily proportional to credit or contact hours for that semester. However budgeting teaching time total for year is considered proportional to credit/contact hours total for year. Section D2 explains how a normal teaching load is calculated.

4. Design studios LA 134, 235, 337 and 236/338 (all marked *) are shared among faculty. In 236/338 four faculty each take a separate section; in the other three courses two faculty team teach without sectioning. In all cases total student enrollment has been divided equally among participating faculty.

5. LA 133, 134, 180, 181, 243, 244, 251, 252, and 253 (all marked °) utilize teaching assistants working with and under supervising faculty. FTE students calculated does not include any distribution of load to these T/A's. LA 133 and LA 252 utilize two T/A's each, the other courses one.

6. LA 441 and 442 (the latter not offered in 80-81) are cross-listed with Urban and Regional Planning. Instructor is from LA department, so LA 441 is included in summary. LA 463, 464, 465, 481 and 482 are cross-listed with Architecture. Instructor is from LA Department in LA 464 so that course is included in summary. LA 465 is normally taught by LA faculty but is being taught by an architectural faculty member this term; LA 463, 481, and 482 are customarily taught by architectural faculty, hence, none of these courses is included in summary.

7. LA 417, 441, and 450 include substantial proportion (usually > 50%) of non LA students.

8. Graduate student FTE is calculated by dividing number of students x credits by 12, per instructions, for 300 and 400 level courses, but by 15 for 100 and 200 level prerequisite courses. In other words, courses taught for hour credits assume a full load of 15 hours, courses taught for units assume a full load of 12 hours = 3 units.

9. Except for Riley and Weidemann, who have no other teaching responsibilities in Fall semester, faculty teaching loads for 201, 290, 490, 498, and 499 are subsumed in other teaching loads in table, and FTE students summed up under "Staff" at end of table. This has been done for brevity and simplicity.

10. Equivalent full time faculty (#2a, Summary) includes the one T/A who has course responsibility. Item #2b, Summary, includes those T/A's only assisting faculty.

D=1 Budgeted Teaching Staff Summary

*=Shared instruction: student FTE calculated by dividing students equally among participating faculty
°=Faculty are assisted by T/A's: students calculated without assigning any to T/A's

Name	Age		Budgeted Time (%) Teaching Dept.	Teaching Other	Rsch.	Admin.	Courses Taught: 1980-81 Course Number	Term	Credit Hours h=hours u-units	Contact Hrs./wk.	Number of Students U+G=total	FTE Students
Riley, Robert B.	49	PhB	05 F			95 F	(499)	F,S	see "Staff"			
Professor, Head		BArch	30 S			70 S	417	S	1u	4	14	4.67
Alpert, Natalie	57	BA	70 F			30 F	100	F	1h	1	52	3.46
Instructor,		BLA	45 S			30 S	253°	F	4h	8	22	5.86°
Assistant Head							101	S	1h	1	65	4.33
Undergraduate Coordinator							214	S	3h	3	30+2=32	6.40
Keith, Walter	62	BSLA	50 F				251°	F	4h	8	32+6=38	10.13°
Professor		MLA	50 S				252°	S	4h	8	32+4=36	9.60°
Hopkins, Lewis	34	BA	100 F				337*	F	5h	12	23(÷2)	3.83*
Associate Professor		MRP	100 S				441	F	3/4u	3	17	4.25
		PhD					437*	S	1u	8	8(÷2)	1.33*
							450*	S	1u	4	16(÷2)	2.67*
Walker, Victor	36	BLA	40 F									
Visiting Associate		MLA	75 S				199	F	2h	2	20	2.67
Professor							246	F	1h	1	22+9=31	2.06
							236/338*	S	5h / 1u	12	12+2=14	4.67*
Weidemann, Elisabeth	39	BS	30 F			10 F	471	S	1u	4	6	2.00
Associate Professor		MA PhD	30 S			10 S	(498,99)	F,S	See "Staff			

Name	Age		Budgeted Time (%) Teaching Dept.	Teaching Other	Rsch.	Admin.	Courses Taught: 1980-81 Course Number	Term	Credit Hours h=hours u=units	Contact hrs/wk	Number of Students U+G=total	FTE Students
Burger, Charles	31	BLA	100 F				150°	F	3h	8	37	7.40°
Assistant Professor		MLA	100 S				235*	F	5h	12	30+10=40(÷2)	6.60*
							134*,°	S(1/2)	5h(1/2)	12÷2=6	31+5=36(÷4)	3.00*,°
							244°	S	4h	8	28+4=32	8.53°
Cairns, Malcolm	31	BLA	100 F				235*	F	5h	12	30+10=40(÷2)	6.60*
Assistant Professor		MLA	65 S		35 S**		236/338*	S	5h / 1u	12	12+2=14	4.67*
Kesler, Gary	26	BSLA	100 F				243°	F	4h	8	30+5=35	9.33°
Assistant Professor		MLA	100 S				134*,°	S(1/2)	5h(÷2)	12÷2=6	31+5=36(÷4)	3.00*,°
							142°	S	3h	8	31+5=36	7.20°
							236/338*	S(1/2)	5h/1u(÷2)	12÷2=6	12+2=14(÷2)	2.33*
Kluesing, Cherie	34	BFA	100 F				133°	F	5h	12	34+3=37	12.33*
Assistant Professor		MLA	100 S				282	F	3h	8	21+1=22	4.40
							236/338*	S	5h / 1u	12	12+2=14	4.67*
Krzysik, Anthony	39	BS	50 F				350	F	3/4or 1u	5	5	1.42
Visiting Assistant Professor		MC PhD	50 S				450*	S	1u	3	16(÷2)	2.67*
Nassauer, Joan	28	BLA	100 F				337*	F	5h	12	23(÷2)	3.83*
Assistant Professor		MLA	100 S				134*,°	S	5h	12	31+5=36(÷2)	6.00*,°
							437*	S	1u	8	8(÷2)	1.33*

** = Released time for faculty development

Name	Age		Budgeted Time (%) Teaching Dept.	Teaching Other	Rsch.	Admin.	Courses Taught: 1980-81 Course Number	Term	Credit Hours h=hours u=units	Contact hrs/wk	Number of Students U+G=total	FTE Students
Reizenstein, Janet Visiting Instructor	29	BA MCP	50 F				370	F	3/4 u	3	11	2.75
Van Dyke, Scott Teaching Assistant	26	BLA	33 F 45 S				180° 181°	F S	2h 3h	4 8	37+2=39 31+5=36	5.20° 7.20°
VISITOR			35 S				236/338*	S(1/2)	5h/1u(1/2)	12÷2=6	12+2=14(÷2)	2.33*
STAFF							201 290 490 498 499	F,S F.S F,S F,S F,S	5h 2h 1/2-1u 1/1.5u 0-2u	varies " " " "	1 1 10 8 14	0.33 0.13 2.08 3.09 3.83
Jain, Ravinder K. Adjunct Associate Professor	45	BSCE MSCE PhD MBA	05 S				450*	S	1u	0.5		

D1 Budgeted Teaching Staff Summary (cont)

Name	Age		Budgeted Time (%) Teaching Dept.	Other	Rsch.	Admin.	Courses Taught: 1980-81 Course Number	Term	Credit Hours h=hours u=units	Contact hrs/wk
TEACHING ASSISTANTS ASSISTING FACULTY										
Benner, Marilyn	30	BS	33				133	F	5h	12
DiJamco, Rosario	26	AB BLA	25				180	F	2h	4
Harris, Robert	28	BA	33				251	F	4h	8
Lubieniecki, Edward	27	BSLA	33				133	F	5h	12
Mittelstaedt-Warren, Lynn	25	BS	25				150	F	3h	8
Murray, Cynthia	22	BSLA	33				243	F	4h	8
Wolfenbarger, Deon	24	BGS	25				253	F	4h	8
DiJamco, Rosario			33				134	S	5h	12
Lubieniecki, Edward			25				142	S	3h	8
Mannarelli, Clementa	24	BS	25				214	S	3h	8
Murray, Cynthia			33				244	S	4h	8
Harris, Robert			33				252	S	4h	8
Wolfenbarger, Deon			25				252	S	4h	8

D-1 Budgeted Teaching Staff Summary: 1980-81

SUMMARY

1.	Total School Faculty (Head count, no T/A's, no Associated or Adjunct Faculty)	14
2.	Equivalent Full Time Faculty (two semesters)	
	a) Faculty plus one T/A	18.58
	b) Faculty plus all T/A's	22.39
3.	FTE Students (two semesters)	190.18
4.	Student Faculty Ratio (two semesters)	
	a) Overall, one T/A included = 190.18 ÷ 18.60	10.23
	b) Overall, all T/A's included = 190.18 ÷ 22.41	8.49
	c) 300/400 level graduate courses only = 32.08 ÷ 4.42	7.21
	d) All other courses (one T/A only = 158.10 ÷ 14.18)	11.15
5.	Total Enrollment, L/A majors (Fall, 1980)	
	Undergraduates 125	
	Graduates 31	156
6.	Total of other students enrolled in L/A courses (Fall 1980)	22

D2 Department Policy on Teaching
Duties and Other Assignments

The Head assumes major administrative responsibilities for the Department. However, operating and public relation chores are divided among the staff. Such responsibilities include schedules, visiting critic programs, and student advising. Work within the Department is assigned on an ad hoc or task force basis; permanent committees or assignments are for the most part avoided. Both the undergraduate and graduate programs have faculty coordinators, who assume administrative responsibilities directly related to the programs, such as registration, new student advising, and program organization and coordination. In addition, faculty are placed on various Department and FAA College committees, such as curriculum schedule, awards, building, etc.

For faculty with a 100% teaching appointment, the normal teaching load for undergraduate/graduate prerequisite courses is 13 to 14 credit hours per academic year. This is equivalent to a major studio each term plus either a minor studio or a lecture course one term.

Fall			Spring		
Subject	Credit hrs.	Contact hrs/week	Subject	Credit hrs.	Contact hrs/week
studio	5	12	studio	5	12
			(studio)	4	(8)
			or	or	or
			(lecture)	3	(3)
	5	12		8-9	15-20

Average full time teaching load, then, is fourteen to sixteen contact hours each week.

Normal graduate level (some 300 level, all 400 level) course load is two courses each semester. Credit hours run 12-16 per year, weekly contact hours vary from 8 to a high of about 12. Graduate faculty often carry a contract research load of up to 25% time, and advise project/thesis students as well.

Occasional higher teaching loads occur, sometimes from staff shortages (e.g. faculty on sabbatical) or from desire of a faculty member to take on a one time overload because of interest in a specific course or content area.

For the last five years we've been able to keep very close to these loads, and have, upon occasion, even been able to lighten them for purposes of faculty development.

Department policy is to utilize teaching assistants only to truly assist in teaching, under direct supervision and in the physical presence of faculty responsible for the course. In some cases the assistants' responsibility is largely confined to indirect teaching duties such as helping to

grade exercises, keeping records, preparing materials, etc. In other cases assistants help with board critiques, and are encouraged to prepare an occasional lecture or problem statement.

There is only one normal exception to this rule. A teaching assistant has usually been responsible for teaching L/A 180: Introductory Graphics, following a syllabus prepared by a faculty member, and usually after having assisted in the course the previous year. Other exceptions have occurred occasionally. Currently (Spring 1981) the second graphics course is also being taught by a T/A; faculty and student evaluation of his work in the introductory course indicated that he was quite simply the best choice for the job. Two other "teaching assistants" have also been given course responsibility since the last accreditation visit. Each was an individual returning for an MLA after several years as a practicing principal; each was particularly suited to the course. In these cases the designation as "assistant" was a legal technicality stemming from the Department's policy of not giving faculty rank to a student enrolled in our program, regardless of his or her experience or qualifications.

D3 Procedures Used to Supervise and Train Teachers

There is no formal program for the training and supervision of teachers. It is our policy to initially assign inexperienced teachers to team teach a course with a senior staff member already experienced in the course.

Faculty turnover during the last four academic years has not always permitted this. Sometimes new instructors have been thrown into teaching a course (and plain teaching) cold, sometimes with a holdover teaching assistant, sometimes without..."sink or swim". Most such instructors have had their troubles, but managed to stay afloat through the first semester and swim well by their second semester. The unfortunate exceptions are no longer with us. This is not a good way to staff courses, causing frustration to both teachers and students, but we've had little choice. In some cases we could have alleviated the problem by keeping on one of our own MLA graduates who knew the curriculum, but we've tried to avoid that for the long term good of the program.

Course outline notebooks or syllabi containing reading lists, problem statements and lecture outlines, are maintained for each course. These materials have varied from excellent to almost useless. We are now trying hard to improve their completeness and utility. Senior staff have at least been most generous with their time and support in helping new instructors.

D4 Faculty Development

The University views its mission as tripartite: instruction, research or scholarly or creative activity, and public service. It believes that its job is to generate new knowledge, not just pass on existing knowledge. It believes that faculty who do not pursue their own advancement outside the classroom eventually will go stale in the classroom as well. The department believes this too. While the department perceives some conflict or at least lack of communication over how to apply this principle to design professionals, the disagreement is over definitions, measures, and constraints, and not over the principle itself.

The department encourages, and hopefully facilitates, faculty development in several ways. Travel to professional meetings is encouraged; opportunities are brought to the attention of the faculty and financial support has been adequate if not lavish. Contract research work is encouraged, where appropriate, as much for the benefit (and recognition) of faculty as for financial return. Seeding efforts in the form of travel money, documentation, typing, etc. are made available. Faculty are also encouraged to couple their developing interests to classroom teaching, through formal seminars, through focusing or changing the topical orientation of courses within reason, and through choice of topics for vertical studio. Most importantly, we have for the last two years been able to offer some junior tenure track faculty a semester of reduced load and/or a departmentally funded research assistant.

A major goal for 1981 is the development of a more specific statement of criteria and measure of faculty development, not only for resolution of the uncertainties we perceive over promotion and tenure, but for annual evaluation of all faculty.

There are no established criteria for new faculty appointments. Generally we have placed as much or more emphasis on attracting the best possible people capable of making interesting contributions to the department than on filling precisely defined job descriptions.

Faculty members are required to fill out a yearly report on their professional activites, listing such items as publications, public service, design commissions, committee memberships, etc. These serve as a self-evaluation of performance, as well as the basis for review of professional activity by university-wide evaluative committees, such as COPE.

D5 Previous and Present Faculty
(Not Including Zero-Time Appointments)

	Actually Appointed*		
	Two Years Ago 1978-79	One Year Ago 1979-80	Present
Professor	2	2	2
Associate Professor	2	5	3
Assistant Professor	7	4	6
Instructor	1	1	2
Total	12	12	13
Research Associate/Programmer	1	1	1
Teaching Assistant**	8	9	9
Research Assistant**	7	10	6
Total	16	20	16
Grand total	28	32	29

*Does not reflect budgeted FTE. For the last three years, FTE actually appointed has been smaller than that budgeted.

**Includes only personnel both paid from L/A Department funds (either hard or soft money) and working for the department teaching L/A courses or working on L/A department contracts. This gives a realistic and meaningful appraisal of our resources. It does not include, for example, Corps of Engineers personnel under IPA agreements with us, nor L/A department students holding assistantships in other departments, nor students from other departments working on L/A department contracts.

D6 Visiting Lecturers, Critics
(Note: This list does not include presentations by candidates for faculty positions. It does include departmental colloquia presentations by faculty and students.) 1978-79

Name	Field	Date	Contribution
Carl Goetz Hinsdale, IL	Landscape Architect Private Practice	27 Sept 78	Colloquium: Presentation of Professional Work
Russell Dankert Urbana	Architect Private Practice	11 Oct 78	Studio Lecture: Planning for the Handicapped
Robert Zolomij Evanston, IL	Landscape Architect Private Practice	20 Oct 78	Colloquium: Presentation of Professional Work
Carol Johnson Cambridge, MA	Landscape Architect Private Practice	1-3 Nov 78	Lecture & Colloquium: Current Work. Studio Critique
James Curtis Los Angeles, CA	Landscape Architect Private Practice	8-9 Nov 78	Lecture & Colloquium: Ryerson Report, Traditional Japanese Gardens
Clay Barnard Urbana	Associate Director, U of I, Student Services	28 Nov 78	Lecture: Career Counselling
Michael Mark Evanston, IL	Landscape Architect Private Practice	6 Dec 78	Studio Lecture (Graphics): Professional Portfolio Preparation
Marc Frazer Springfield, IL	Landscape Architect Public Practice	6 Dec 78	Colloquium: Presentation of Professional Work
Art Sinsabaugh Urbana	Photographer, U of I Art Department	31 Jan 79	Colloquium: Photographing the American Landscape
William Nelson Urbana	Landscape Architect U of I Extension	7 Feb 79	Colloquium: Presentation of Professional Work
Lewis Hopkins Urbana	Departmental Faculty	14 Feb 79	Colloquium: Flood Plain Modeling
Victor Walker Newton, MA	Landscape Architect Private Practice	20 Feb 79	Colloquium: Presentation of Professional Work
James Donovan Urbana	Department Graduate Student	28 Feb 79	Colloquium: Land Reclamation, the State of the Art
Robert Nassauer Urbana	Office of Instructional Resources, U of I	14 Mar 79	Effective Media Use in Design Education and Presentation
Stuart Dawson Watertown, MA	Landscape Architect Private Practice	31 Mar 79	Lecture: State ASLA and
Carl Goetz Hinsdale, IL	Landscape Architect Private Practice	30-31 Mar 79	Visitors' Days, Seminars Critiques, etc.
Charles Harris Cambridge, MA	Landscape Architect Educator	30-31 Mar 79	" " "
Lane Marshall Sarasota, FL	Landscape Architect Private Practice	30-31 Mar 79	" " "

Name	Field	Date	Contribution
Ralph Synnestvedt Glenview, IL	Landscape Architect Nursery/Contractor	30-31 Mar 79	Visitors' Days: Seminars Critiques, etc.
Robert Thornberry Springfield, IL	Landscape Architect Public Practice	30-31 Mar 79	" " "
Robert Zolomij Evanston, IL	Landscape Architect Private Practice	30-31 Mar 79	" " "
Roger Blakley Urbana	Sculptor, U of I Art Department	16 May 79	Studio Lecture and Critique "New Landscapes"
Eric Fulford Indianapolis, IN	Landscape Architect Public Practice	16 May 79	Studio Critique and Jury
Michael Mark Evanston, IL	Landscape Architect Private Practice	16 May 79	" " " "
Charles Mosher Evanston, IL	Landscape Architect Private Practice	16 May 79	" " " "

1979-1980

Terrence Harkness St. Louis, MO.	Landscape Architect Private Practice	6 Sept 79	Colloquium: Presentation of Professional Work
Victor Walker Newton, MA	Landscape Architect Private Practice	19 Sept 79	Colloquium: Presentation of Professional Work
James Elson Peoria, IL	Landscape Architect Private Practice	26 Sept 79	Colloquium: Presentation of Professional Work
*Angela Danadjieva Tiburon, CA	Architect, Urban Designer, Private Practice	29-30 Sept 79	Design: Commitment to a Lifestyle (Major speaker)
Nancy Hedberg E. Lansing, MI	Landscape Architect Public Practice	29-30 Sept 79	Two day Session of Workshops and Seminars
Scott Hedberg E. Lansing, MI	Landscape Architect Public Practice	29-30 Sept 79	" " " " "
John Severns Urbana	Architect Private Practice	29-30 Sept 79	" " " " "
Gary Wells Lincoln, NB	Landscape Architect Public Practice	29-30 Sept 79	" " " " "
Robert Zolomij Evanston, IL	Landscape Architect Private Practice	29-30 Sept 79	" " " " "
Joanne Zolomij Evanston, IL	Psychological Coun- sellor, Private Practice	29-30 Sept 79	" " " " "
*Ian McHarg Philadelphia, PA	Landscape Architect Educator, Practioner	4 Oct 79	Public Lecture, Seminar
Sue Massie Springfield, IL	Landscape Architect Public Practice	11 Oct 79	Colloquium: Mined Land Reclamation

Name	Field	Date	Contribution
Donna Morganstern Washington, D.C.	Sociologist	17 Oct 79	Colloquium: Snowbirding--the Use of Mobile Homes
*Yi-Fu Tuan Minneapolis, MN	Geographer	24 Oct 79	Public Lecture, Seminar Concepts of Space & Landscape
William Behnke Cleveland, OH	Landscape Architect Private Practice	12 Nov 79	Professional Practice Roundtable and Seminars, etc.
Richard Brickman Long Grove, IL	Landscape Architect Design/Build	12 Nov 79	
Edward Stone, II Bowie, MD	Landscape Architect Public Practice	12 Nov 79	" " "
Lawrence Washmuth Peoria, IL	Landscape Architect Private Practice	12 Nov 79	" " "
Theodore Wirth Billings, MT	Landscape Architect Private Practice	12 Nov 79	" " "
Mark H. Johnson Urbana	Dept. Undergraduate Student	28 Nov 79	Colloquium: Intern Experience with National Park Service
Donovan Wilkin Urbana	Departmental Faculty	5 Dec 79	Colloquium: Final Report on Water Quality Problems
Grant Castleton Springfield, IL	Landscape Architect Public Practice	31 Jan 80	Colloquium: Presentation of Professional Work
Lynn Barnett Urbana	Play Specialist, U of I Dept. of Leisure Studies	11 Feb 80	Studio Lecture: Playgrounds
Glenn Christenson Waukegan, IL	Landscape Architect Private Practice	13 Feb 80	Colloquium: Presentation of Professional Work
Robert Woerner Spokane, WA	Landscape Architect Private Practice	22-23 Feb 80	Colloquium; Studio Critiques
Allen Grosboll Springfield, IL	Executive Director, Abandoned Mined Land Reclamation Council	14 Mar 80	Studio Critique and Review
Sue Massie Springfield, IL	Asst. Dir, Abandoned Mined Land Reclam. Council	14 Mar 80	" " " "
Edmund Thornton Buffalo Rock, IL	Project Area Property Owner; Pres, Ottawa Silica Sand Co.	14 Mar 80	" " " "
Lachlan Blair Urbana	Professor, Urban and Regional Planning	14 Mar 80	" " " "
Roger Blakley Urbana	Sculptor, Department of Art, U of I	14 Mar 80	" " " "
James Wines New York, NY	Architect, Sculptor S.I.T.E.S., Inc.	14 Mar 80	" " " "

Name	Field	Date	Contribution
*William Whyte New York, NY	Author, Critic	17 Mar 80	Public Lecture: The Use of City Streets
Richard Brickman Long Grove, IL	Landscape Architect Private Practice	20 Mar 80	Colloquium: Presentation of Design/Build Work
*John Stilgoe Cambridge, MA	Historian, Educator	26 Mar 80	Public Lecture: Abandoned Landscapes
James Elson Peoria, IL	Landscape Architect Private Practice	7-8 Apr 80	Visitors' Days: Seminars Critiques, etc.
Thomas Graceffa Rockford, IL	Landscape Architect Private Practice	7-8 Apr 80	" " "
Charles Harris Cambridge, MA	Landscape Architect Educator	7-8 Apr 80	" " "
Lane Marshall Sarasota, FL	Landscape Architect Private Practice	7-8 Apr 80	" " "
Robert Thornberry Springfield, IL	Landscape Architect Public Practice	7-8 Apr 80	" " "
Amy Applegate Bloomington, IN	Landscape Architect Campus Planner	17 Apr 80	Colloquium: Presentation of Professional Work
Robert Thornberry Springfield, IL	Landscape Architect Public Practice	24 Apr 80	Colloquium: Presentation of Professional Work
Robert Montgomery Philadelphia, PA	Botanist Arboretum Director	24 Apr 80	Studio Critique
Charles Hanie St. Louis, MO	Personnel Manager Olin Corporation	30 Apr 80	Colloquium: How to Approach Job Interviews
Paul Lettieri San Francisco, CA	Landscape Architect Private Practice	12 May 80	Colloquium: Presentation of Professional Work

1980-1981

Gary Kesler Urbana	Departmental Faculty	27 Aug 80	Colloquium: Quality of Life Analysis, Gunnison, CO
David Jensen Denver, CO	Landscape Architect Private Practice	10 Sept 80	Colloquium: New Towns and Community Development
Madeleine Visek Urbana	Department Student	17 Sept 80	Colloquium: Experience in SWA Student Intern Program
Robert Zolomij Evanston, IL	Landscape Architect Private Practice	26 Sept 80	Colloquium: Strip Mine Reclamation
Robert Goetz Webster Grove, MO	Landscape Architect Private Practice	1 Oct 80	Colloquium: Chapel Springs, A New Community
Nancy Hardesty Palo Alto, CA	Landscape Architect Private Practice	7 Oct 80	Colloquium: Presentation of Professional Work

Name	Field	Date	Contribution
Jeffrey Brauer Long Grove, IL	Landscape Architect Private Practice	17 Oct 80	Colloquium: Golf Course Design
Randolph Hester Raleigh, NC	Landscape Architect Educator	20 Oct 80	Lecture and Seminar: Design Behavior Studies
Richard Blakeley Madison, WI	Landscape Architect Educator	22 Oct 80	Colloquium: In Olmsted's Footsteps thru England
Phillip Loughman Prairie View, IL	Landscape Architect Private Practice	29 Oct 80	Colloquium: Design and Build as Career Alternative
Mark Hunner Long Grove, IL	Landscape Architect Private Practice	4 Nov 80	Colloquium: Presentation of Professional Work
Albert Rutledge Ames, IA	Landscape Architect Educator	10 Nov 80	Lecture and Seminar: Design Behavior Studies
Robert Mooney Urbana	Architect, Photographer, U of I Architecture Faculty	17 Nov 80	Colloquium: Buildings and Landscapes of the Mississippi River
John Zeisel Cambridge, MA	Architect Educator	24 Nov 80	Lecture and Seminar: Design Behavior Studies
*Albert Fein Cambridge, MA	Historian Educator	4 Dec 80	Public Lecture: Olmsted, Richardson, and Eidlitz: The Albany State Capitol
Terry Brown Ann Arbor, MI	Landscape Architect Educator	15 Dec 80	Lecture and Critique: Design Behavior Studies

Total = 85 appearances in 5 semesters

D7: INDIVIDUAL TEACHERS' RECORDS

DEPARTMENTAL FACULTY

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Natalie B. Alpert Rank: Instructor Date of Birth: 16 March 1923

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Stanford University	4	B.A. 1944
Univ. of Illinois		B.F.A 1969

Academic Distinctions, Fellowships Held, etc.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign Iran, 1 mo.; LA History
Greece, 2 wks.; History
England, 3 wks,; LA History

Domestic Extensive--photograph LA examples

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of Illinois	Basic Design	2
	Planting Design	8
	Intro. to LA	1
	Design Studio	2
	LA History	1

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Residential design--own firm, 12 years.

Professional Registration: Give Profession, license number and State.

Name: Natalie B. Alpert

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

CELA: Chairperson, Women in Education

CELA: Committee to select educators to be honored

Champaign County Historical Committee: Chairman, Greek Revival Cottage

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Planting Design	LA 253	4h.	Fall
Intro. to LA	LA 100	1h.	Fall
Intro. to LA	LA 101	1h.	Spring
LA History	LA 214	3h.	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No*	*Credits*	*Term or Semester*

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Charles H. Burger Rank: Assistant Professor Date of Birth: 28 May 1949

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Syracuse	4	B.L.A. 1971
N. Carolina State	2	M.L.A. 1980

Academic Distinctions, Fellowships Held, etc.

1967-71 Full New York State Regents scholarship
Fall 1968 Design Honors, School of Landscape Architecture, Syracuse
Fall 1978 Student fellowship, Tryon N.C. through N.C.S.U.
May 1980 Outstanding Teaching Assistant Award
May 1980 NC Chapter ASLA Book Award for outstanding work in L.A.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign 1970 Guatemala 4mo. Study LA
1973 England 1mo. Study LA

Domestic 1976 Entire U.S. 3 mo. Regional spaces.

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
N.C.S.U.	Site Planning	1/2 (T/A)
	Landscape Mat. & Construction	1 (T/A)

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

see attached

Professional Registration: Give Profession, license number and State.

Quebec, Landscape Architect, #49

North Carolina, Landscape Architect, #338

Individual Teacher's Record (Continued)

Name: Charles H. Burger

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Canadian Society of Landscape Architects, member

American Society of Landscape Architects, member

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Landscape Surveys	LA 150	3	Fall
Recreation and Community Design	LA 235	5	Fall (co-taught)
Site Design	LA 134	5	Spring (1/2, co-taught)
Landscape Construct.	LA 244	4	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

Charles H. Burger

Experience in Practice

5/70-9/70	Northeast Utilities Service Co. Hartford, Conn.	Environ. Impact Analysis, pumped storage hydro generating facilities
6/71-9/71	Office of Planning & Development Dept. of Parks, Syracuse, NY	Street tree & park design
9/71-5/74	Office of Environmental Planning NYS Public Service Commission Albany, NY	Environ. Impact Analysis & testimony as expert witness
5/74-5/78	John Schreiber/Ron Williams, Architects, Landscape Architects Montreal, Quebec	All aspects of private L.A. practice
9/78-1/79	Jerry Turner & Assoc., Landscape Architect, Raleigh, N.C.	L.A. Private practice (parttime)
9/78-6/80	Robert M. Leary & Associates, Planners, Raleigh, NC	L.A. (on retainer)
6/79-	Charles Burger, Landscape Architect	L.A.

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Malcolm D. Cairns Rank: Assistant Professor Date of Birth: 14 June 1949

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Ohio State University	5	B.L.A. 1972
Iowa State University	2	M.L.A. 1977

Academic Distinctions, Fellowships Held, etc.

Phi Kappa Phi

Tau Sigma Delta

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic _____

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Iowa State	Graphics, Intro to Design	2 (T/A)
Univ. of Illinois	Housing, Recreation Design, Construction, Landforms LA 142 Design Studio 236/338	LA 235 1

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Landscape Designer, The Designers Forum, Columbus, Ohio 1972-1974

Landscape Designer, Schooley Cornelius Assoc., Columbus, Ohio 1974

Planning Aide, Dept. of Community Development, Ames, Iowa 1975-1977
Landscape Architect, Crose Gardner Assoc., Des Moines, Iowa 1977-1979

Professional Registration: Give Profession, license number and State.

Registered Landscape Architect, Iowa #188

Name: Malcoln D. Cairns

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Associate Member American Society of Landscape Architects

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Editor, Buckeye Section, Ohio Chapter, ASLA, Newsletter

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Recreation & Comm.	Design LA 235	5	Fall (co-taught)
Design Workshops I & II	LA 236/338	5	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Lewis D. Hopkins Rank: Associate Professor Date of Birth: 20 Feb. 1946

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Univ. of Penn	4	B.A. 1968
Univ. of Penn	2	M.R.P. 1970
Univ. of Penn		Ph.D. 1975

Academic Distinctions, Fellowships Held, etc.

Ford Foundation & Mellon Fellowships

Faculty Medal in Regional Planning

American Institute of Planners Outstanding Student Award

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign 7 mo. England; 3 1/2 mo. Europe, Asia, incl. Far East Domestic

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of Penn	Ecological Planning	1
	Land Use Patterns (441)	8
Univ. of Illinois	Regional Design (437)	9
	Regional Design (337)	4
	Spatial Design Methods	6
	Planning Workshop (UP338)	1
	Masters Projects & Theses	4

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Consultant to Wallace McHarg Roberts & Todd on highway corridor location study; part-time over two years. Other summer & part-time jobs in planning and landscape architecture and architecture firms.

Professional Registration: Give Profession, license number and State.

American Institute of Certified Planners (by examination)

Name: Lewis D. Hopkins

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

attached

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Coordinator, CALREP; Graduate Coordinator; Faculty-Student Senate; Chairman, Senate Educational Policy Committee; COPE Task Force; Land-Use Task Force of U.C. Policy & Planning Committee

"Incomplete List of Excellent Teachers" for Spring, 1978

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*	
Land Use Patterns	LA 441	3/4 u.	Fall	*
Regional Design	LA 337	5 h.	Fall (co-taught)	
Regional Design	LA 437	1 u.	Spring (co-taught)	
Environmental Assessment	LA 450	1 u.	Spring (co-taught)	*
Spatial Design Methods	LA 442	1 u.	Spring	*

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors * %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

*Substantial enrollment of non-landscape architecture majors.

Lewis D. Hopkins

Current Activities

Research Areas: Human-computer problem-solving approaches; land resource allocation models; multiobjective evaluation; land use development control.

Publications

Trybus, T.W and Hopkins, L.D. "Humans versus Computer Algorithms for the Plant Layout Problem," Management Science, vol. 26, no. 6, June, 1980 pp. 570-74.

"The Decision to Plan: Planning Activities as Public Goods, TRP 24, Department of Town and Regional Planning, University of Sheffield, England, 1980.

_____, Goulter, I. A., Kurtz, K.B., Wenzel, H. G. Jr., and Brill, E.D. Jr., "A Model for Floodplain Management in Urbanizing Areas," Research Report 146, Water Resources Center, University of Illinois, January 1980.

"Landscape Suitability Analysis: Methods and Interpretation," Landscape Research, 5:1 Winter 1979-80. pp. 8-9.

Chang, S-Y, Brill, E.D. Jr, & _____ "Preliminary Evaluation of the HSJ Method for Generating Alternatives," report to the Research Board, University of Illinois, August, 1979.

"Quadratic versus Linear Models for Land Use Plan Design," Environment and Planning A, 11 1979, pp. 291-298.

_____ and Los, M. "Location-Allocation Algorithms for Land Use Plan Design with Fixed and Substitutable Interactions," Journal of Regional Science, 19 1979, pp 345-361.

_____, Brill, E.D., Jr., Liebman, J.C. and Wenzel, H.G. Jr. "Land Use Allocation Model for Flood Control," Journal of the Water Resources Planning and Management Division, ASCE, 104-WR1, 1978, pp. 93-104.

"Methods for Generating Land Suitability Maps: A Comparative Evaluation," Journal of the American Institute of Planners, 43 1977, pp. 386-400.

"Land Use Plan Design: Quadratic Assignment and Central Facility Models," Environment and Planning A, 9 1977, pp. 625-642.

_____, Brill, E.D., Jr., Liebman, J.C. and Wenzel, H.G. Jr., "Flood Plain Management through Allocation of Land Uses--A Dynamic Programming Model," Research Report No. 117, Water Resources Center, University of Illinois, Urbana, 1976, 38pp.

_____ and Selser, M. "Environmental Impacts of Army actions on Existing and Planned Land Uses: A Framework for Assessment Models," contract report to U.S. Army Corps of Engineers Construction Engineering Research Laboratory, July, 1976, 45 pp.

"Plan, projection, policy--mathematical programming and planning theory," Environment and Planning A, 6 1974, pp. 419-430.

Publications (continued)

"Land Use Plan Design," Earth, Environment and Resources Conference Digest of Technical Papers, September, 1974, pp. 118-119.

"Design Method Evaluation: An Experiment with Corridor Selection," Socio-economic Planning Sciences, Vol. 7, 1973, pp. 423-436.

"Mathematical Programming and Land Use Planning Models," discussion paper, Institute for Environmental Studies, University of Pennsylvania, January, 1972.

_____ and MacDougall, E.B. "Highway Route Selection Method," consultants report to Wallace, McHarg, Roberts, and Todd for State of Delaware Highway Department, March, 1973.

_____, Wood, B, Brochman, D, and Messina L. Environmental Impact Statements: A Handbook for Writers and Reviewers, under contract to Illinois Institute of Environmental Wauliry, 1973.

Book Reviews

Spatial Search by Bryan Massam, in Regional Studies, forthcoming

Economics, Environmental Policy and the Qualify of Life, by Baumol, W.J. and Oates, W.E., in Journal of the American Planning Association, 45:3, July, 1979 pp. 348-349.

Combinatorial Programming, Spatial Analysis and Planning, by Scott, A, in DMG/DRS Journal: Design Research and Methods, 6, 1, Jan-Mar 1972, p. 36.

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Walter M. Keith Rank: Professor Date of Birth: 25 March 1919

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Kansas State College	4	B.S. (Ag, Spec.Hort) 1941
Harvard University	3	M.L.A. 1949

Academic Distinctions, Fellowships Held, etc.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign 2½ mo. Land. Arch History, Estate planning & conservation, Professional Practice (Land Arch)

Domestic 8-9 mo. Land. Arch. Prof. Practice, Recreation, Parks, University-Private Natural Areas and Estate use and planning, Watershed Development

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of Illinois	Intro. to Land Arch	3
	Landscape Design Soph, Jr, Sr, Grad	9
	Landscape Construction	5
	Plants & planting design	23
	Professional practice	5
	Graduate Seminar	1

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.
Sidney Shurcliff, 3 mo--summer; Massachusetts State Planning Board, 3 mo--summer; ~~Lambert Landscape Co., Shreveport, LA, 18 mo; National Park Service, 6 mo--2 summers;~~ Private Practice (subdivisions, parks, residential, institutional--schools & colleges, golf courses), Director, Robert Allerton Park 1/3 to 1/2 time appointment, 1500 ~~acre Education-Research-Public Park resource of the University of Illinois~~

Professional Registration: Give Profession, license number and State.

Individual Teacher's Record (Continued)

Name: Walter M. Keith

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Director, Robert Allerton Park

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

President, Urbana Park District; Director, Illinois Association of Park Districts; Member and Director, American Society of Landscape Architects.

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Plants & Design I	LA 251	4 h.	Fall
Plants & Design II	LA 252	4 h.	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Gary B. Kesler Rank: Assistant Professor Date of Birth: 10 Oct 1954

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Ohio State	4	B.S.L.A. 1976
Harvard	2	M.L.A. 1980

Academic Distinctions, Fellowships Held, etc.

Who's Who, Ohio State College of Engineering

Columbus Landscape Association Scholarship

Third & Fourth Year Faculty Prizes at OSU

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic _____

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

John Brown Associates	1 year	Landscape Architect
Bonnell & Associates	2 1/2 years	Landscape Designer/Draftsman
Burgess & Niple, Ltd.	3 months	Landscape Designer/Draftsman

Professional Registration: Give Profession, license number and State.

Landscape Architect #378 Ohio

Name: Gary B. Kesler

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Research Project: The development of professional institutions in Landscape Architecture (continued from graduate study).

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

American Society of Landscape Architects--member

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Site Engineering	LA 243	4 h.	Fall
Design Workshop I & II	LA 236/338	5 h.	Spring (1/2)
Site Design	LA 134	5 h.	Spring (1/2)
Landform Design & Construction	LA 142	3 h.	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Cherie L. Kluesing Rank: Assistant Professor Date of Birth: 26 May 1946

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Bradley University	5	B.F.A. 1969
Temple University	1	
Univ. of Illinois	3	M.L.A. 1978

Academic Distinctions, Fellowships Held, etc.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Yucatan, Mexico: 2 weeks, Mayan ruins

Foreign Paris, Amsterdam: 2 weeks, Domestic

plazas, fountains, water front developments

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of Illinois	Landscape Design	2
	Visual Communications I	1
	Visual Communications II	2
	Design Workshops I & II	2

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Barton-Aschmann Assoc., Inc. 2 years Designer

Walker Design Group 1 year (current) Designer

Professional Registration: Give Profession, license number and State.

Name: Cherie L. Kluesing

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Chairman, Lorado Taft Lecture Committee--for 1981

Senator (Landscape Architecture) Urbana-Champaign Senate

Reclamation work: an aesthetic approach to land reclamation (pub. Fall 1980)

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

"Incomplete List of Excellent Teachers" for Fall 78, Spring 79, Fall 79.

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Basic Design	LA 133	5 h.	Fall
Visual Communications	LA 282	3 h.	Fall
Design Workshops	LA 236/338	5 h.	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Anthony J. Krzysik Rank: Vis. Asst. Professor Date of Birth: 20 Sept. 1941

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Carnegie Inst. of Tech.	4	B.S. (Chemistry) 1963
Univ. of Pittsburgh	3	M.S. (Phys. Chem) 1972
Univ. of Pittsburgh	6	Ph.D. (Biology) 1978

Academic Distinctions, Fellowships Held, etc.

Mellon-Rachelwood Wildlife Research Grant 1975-77

McKinley Foundation Research Grant 1978

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic 75-76 Penn. Field Research
78 Virginia Field Research

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ of Pittsburgh	Chemistry (4 crses) Biology (8 crses)	6 (TA)
U of Pittsburgh (Johnstown)	Genl Biology Animal Physiology	1 (Asst. Prof)
Indiana Univ. of Penn.	General Biology	1/2 (Asst. Prof)

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Professional Registration: Give Profession, license number and State.

Individual Teacher's Record (Continued)

Name: Anthony J. Krzysik

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

See attached for Publications

Present Research: 1) Community organization & evolution of streambank salamanders.

2) Vegetation structure and the organization of bird communities.

3) Species-habitat relationships.

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Belong to 9 professional societies

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No*	*Credits*	*Term or Semester*
Land Use Ecology	LA 350	3/4-1 u.	Fall
Environmental Impact Assessment	LA 450	1 u.	Spring (co-teach)

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

Anthony J. Krzysik--Publications

"Trophic ecology of a streambank salamander community: resource utilization in a heterogeneous habitat." Herpetologica. Accepted for publication. 1981.

"Trophic aspects of brooding behavior in Desmognathus fucus fuscus." Journal of Herpetology, 14: in Press. 1980.

"Microhabitat selection and brooding phenology of Desmognathus fuscus fuscus in western Pennsylvania." Journal of Herpetology, 14: 291-292. 1980.

___and Miller, E.B."Substrate selection by three species of desmognathine salamanders from southwestern Pennsylvania: an experimental approach." Ann. Carnegie Mus. 48: 111-117, 1979.

"Resource allocation, coexistence and the niche structure of a streambank salamander community." Ecol. Monogr. 49: 173-194, 1979.

"Pond Ecology."pp. 99-102. In General Biology Laboratory Manual, 2nd ed., Kendall/Hunt. Dubuque, Iowa. 1978.

"An introduction into microenvironments."pp. 27-34. In General Biology Laboratory Manual, 2nd Ed. Kendall/Hunt. Dubuque, Iowa, 1978.

"The friction and wear properties of polyether urethans sliding on films of polytetrafluoroethylene." Trans. Amer. Soc. Mech. Engrs. 1969.

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Joan I. Nassauer Rank: Assistant Professor Date of Birth: 14 April 1952

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Macalester College	2	
Univ. of Minnesota	3	B.L.A. (high Distinction) 1975
Iowa State University	2 1/2	M.L.A. 1978

Academic Distinctions, Fellowships Held, etc.

National Merit Scholar, Tau Beta Pi, engineering honorary.

Minnesota Horticultural Society Scholarship

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign W. Europe, 6 mo. 1972; study art and architecture Domestic

Teaching Experience: (College level)

Institution	*Subjects*	*No of Years*
Iowa State Univ.	Regional design	3
	Environmental Impact Assessment	
	Site Design, Graphics	
Univ. of Illinois	Regional design	2
	Site design	2
	Visual Communication	1

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

2 yrs, half time landscape architect, Office of Environmental Serivces, Minnesota DOT. Responsibilities ranged from graphics and public presentations, to writing of environmental impact statements to protect management for site-scale design.

Professional Registration: Give Profession, license number and State.

Iowa #170 Landscape Architect

Name: Joan I. Nassauer

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Brunnier Gallery Show, Iowa State University, "Design Center: On Site,: September 1977.

see attached for papers and reports.

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Minnesota State ASLA Award, "Draft EIS for Trunk Highway 36: Cedar Avenue," 1975.

Member: Committee on Women in Landscape Architecture, 1977 to present.

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Regional Design	LA 337	5 h.	Fall (co-taught)
Regional Design	LA 437	1 u.	Spring (co-taught)
Site Design	LA 134	5 h.	Spring (co-taught)
Special Problems	LA 490	varies	Fall, Spring
Masters Project	LA 498	varies	Fall, Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

Joan I. Nassauer

Current Activities

Bureau of Land Management Computer Graphics Workshop "Visual Assessment: Coursework in the Department of Landscape Architecture, University of Illinois"

Publications

"A Non-linear Model of Visual Quality," Landscape Research, Spring 1981 (forthcoming)

"A Visual Quality Model for the Illinois Countryside," presented at Council of Educators in Landscape Architecture, Madison, Wisconsin, 1980.

Visual Quality Criteria for Illinois, report to the Soil Conservation Service, 1979.

"Managing for Naturalness in Wildlands and Agricultural Lands," Proceedings of Our National Landscape, Nevada, 1979.

"Natural Resource Decisions as Art," Proceedings of Council of Educators in Landscape Architecture, Minneapolis, 1975.

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Janet E. Reizenstein Rank: Visiting Instructor Date of Birth: 1 May 1951

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Univ. of Rochester	4	B.A. 1973
Harvard University	2	M.C.P. 1975
Univ. of Michigan		Ph.D. (expected 1981)

Academic Distinctions, Fellowships Held, etc.

Fellowship in Sociology Social Policy, National Institute of Mental Health, 1979

Fellowship in Aging Social Policy, National Institute on Aging, 1977-79.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic _____

Teaching Experience: (College level)

Institution	*Subjects*	*No of Years*
Univ. of Rochester	Sociology	1 (T/A)

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

see attached.

Professional Registration: Give Profession, license number and State.

Individual Teacher's Record (Continued)

Name: Janet E. Reizenstein

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Corresponding editor, Design & Behavior section, American Sociological Assoc. 1980--

see attached.

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Guest editor, Environment & Behavior issue late 1980.

Coordinator, Conference for Women in Design & PLanning (1975)

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Design-Behavior Interaction	LA 370	3/4 u.	Fall

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

Janet E. Reizenstein

Experience in Practice

Environment-Behavior Analyst, Applied Environmental Research, Inc. Ann Arbor MI, a division of Smith, Hinchman and Grylls, Inc. Detroit, 1978.
Co-Director, Environmental Comfort Levels for the Elderly, Architectural Research Laboratory, University of Michigan, Ann Arbor, 1977-79.
Project Manager, Survey of Retirement Housing Preferences, St. Luke's United Methodist Church, Houston, TX 1978.
Research Associate, A.W. Cluff and P.J. Cluff, Architects and Planners, Toronto, Ontario, Canada, 1976-77.
Environment-Behavior Analyst, American Institute of Architects Research Corporation, Washington, D.C. Post-Occupancy Evaluation Project, sponsored by the National Endowment for the Arts, 1976.
Environment-Behavior Analyst, Elderly Housing Design Evaluation Project, Department of Architecture, Massachusetts Institute of Technology, Cambridge, MA, 1974-75.
Principal Investigator, Post-Occupancy Evaluation of New England Villages, Inc., Pembroke, MA, 1974-75.
Principal Investigator, Research and Design Project, Social Services Department, Cambridge Hospital, Cambridge, MA, sponsored by the Community Assistance Program, Harvard Graduate School of Design, 1975-76.
Additional Consulting:
Information Access Project, Association for the Study of Man-Environment Relations, Inc, 1978-79.
Researchitects, Boston, Massachusetts, 1975.
Zeisel Research, Cambridge, Massachusetts, 1975.
ABT Associates, Cambridge, Massachusetts, 1974.

Current Activities

Publications

A. Book Review

Housing for the Elderly: Evaluation of the Effectiveness of Congregate Housing, by . . Malozemoth, I.K., Anderson, J.G., and Rosebaum, L.V. Man-Environment Systems, 1980.

B. Articles, Reports,

"The Importance of Presentation Format in Environment-Behavior Research," Environment & Behavior, 1980.

_____ and Ostrander, E.R. "Design for Independence: An Evaluation of Housing for the Severely Disabled," Environment & Behavior, 1980.

Zimring, C.M. and Reizenstein, J.C. "Post-Occupancy Evaluation: An Overview,: Environment & Behavior, 1980.

Ostrander, E.R. and Reizenstein. Housing for the Severely Disabled in the Context of a Service Delivery System, Office of Policy Development and Research, HUD, 1979.

_____ and McBride, W. A. Designing for Mentally Retarded People: A Social-Environmental Evaluation of New England Villages, Inc. Springfield, VA: National Technical Information Service, 1977.

_____ and McBride, W. A. "Design for Normalization," Journal of Architectural Research, Vol. 6, no. 1, March, 1977.

Social Research and Design: Cambridge Hospital Social Service Springfield, VA., National Technical Information Service, 1976.

Howell, S., Epp., G., Reizenstein, J. and Albright, C. Shared Spaces in Housing for the Elderly, Cambridge, MA.: Department of Architecture, Massachusetts Institute of Technology, 1976.

"Linking Social Research and Design," Journal of Architectural Research, vol. 4, No. 3, December 1975.

Presentations

Workshop Co-Chair: EDRA 11, Charleston, S.C. 1980
"Specificity and Generalizability in Post-Occupancy Evaluation"
"Personal Control and the Built Environment"
"Environment-Behavior Research and the Media"
"Personal Control Over the Designed Environment" Why is it Lacking and Some Ways to Increase It"

EDRA 10, Buffalo, NY 1979.
EDRA 9, Tucson, AZ, 1978.
EDRA 6, Lawrence, KS, 1975

Midwest Conference on Environmental Design Research, NSF, Lawrence, KS, 1976.

New England Psychological Assn, Thirteenth Annual Conference, Worcester, MA, 1976.

Various presentations and other meetings and institutions from 1975-1979.

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Robert B. Riley Rank: Professor, Head Date of Birth: 28 Jan. 1931

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Univ. of Chicago	3	Ph.B. 1949
Illinois Inst. Tech.	1	
M.I.T.	4	B.Arch. 1954
M.I.T.	1	Graduate Study

Academic Distinctions, Fellowships Held, etc.
Competitive Scholarship, Univ. of Chicago, 1954

Undergraduate Design Prize, co-winner, M.I.T., 1954
Nell Norris Research Fellowship, Univ. of Melbourne, Australia 1977

Faculty Fellow in Interdisciplinary Studies (Anthropology) U. of Illinois, 1980.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign 6 mo. Australia, New Zealand
1 mo. Italy
Domestic extensive, Western U.S. landscape

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of New Mexico	Architecture	2
Univ. of Illinois	Landscape Architecture	10

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.
Private architectural practice as draftsman, chief designer, finally associate partner, D.C. & Maryland area 1959-64; private residential practice--own name--New Mexico, 1964-70; campus planner, Univ. of New Mexico, 1965-68; director, Center for Environmental R & D, Univ. of New Mexico, 1968-70.

Professional Registration: Give Profession, license number and State.
Architecture New Mexico #314

NCARB

Individual Teacher's Record (Continued)

Name: Robert B. Riley

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

(See attached)

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

(See attached)

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Land & Society	LA 417	1 u.	Spring

Percent of teaching time devoted to landscape architecture program 100 % *

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

*approximately 50% LA majors, 50% others

Robert B. Riley

CURRENT ACTIVITIES

I. Committees

A. National

AIA: Regional Development and Natural Resources

AIA Research Corporation: Advisory Panel on Design Guidelines for Flood Damage Reduction

ASLA: Roster of Accreditation Visitors

B. University of Illinois

Center for Advanced Study Policy Committee

CFAA Executive Committee

Headship Search Committee: Department of Architecture

II. Publications

A. Books--Contributor

"New Mexico Villages in a Future Landscape," in Changing Rural Landscapes, University of Massachusetts Press, 1977.

"A Livable Countryside," in Agriculture and a Quality Environment, National Research Council, 1974.

"Architecture and Landscape Architecture," in Interdisciplinary Environmental Approaches, Educational Media Press, 1974.

"Four Villages in a Landscape," in The Post-Industrial City, University of New Mexico, 1969.

B. Technical Reports

Mechanized Adobe Production: A Feasibility Study. Four Corners Regional Commission, Farmington, New Mexico, 1970.

Tajique, Torreon, Manzano, Punta De Agua: A Framework for Revitalization. Center for Environmental Research and Development, ISRAD. University of New Mexico, Albuquerque, New Mexico, 1969.

C. Articles

1980 "Speculations on the New American Landscapes," Landscape.

1979 "Reflections on the Landscapes of Memory," Landscape.

1977 "Grain Elevators" Symbols of Time, Place and Honest Building," Journal of the American Institute of Architects.

1977 "Notes on the Northern Plains Landscape," Landscape.

1974 "History of the Environment as a Core Course," Papers for the NCILA Conference.

1969 "New Mexico Villages in a Future Landscape," Landscape.

1968 "Villages in a Future Landscape," New Mexico Quarterly.

1968 "Tyrone, New Mexico: Requiem for a Beaux Arts Ghost Town," American Institute of Architects Journal.

1968 "Understanding the Strip," Architectural and Engineering News.

CURRENT ACTIVITIES (continued)

C. 1967 "The Emperor and the Virgin," Landscape.

1967 "Urban Myths and the New Cities of the Southwest," Landscape.

1967 "Dreams of Tomorrow," Architectural Forum.

1966 "The Search for Certainty," Arts and Architecture.

1966 "The Urban Cosmetologists," Landscape.

1966 "The Shape of Shapes to Come," Worlds of Tomorrow Science Fiction.

1965 "Architecture and the Sense of Wonder," Landscape.

1965-70 Numerous editorials and unsigned articles. Landscape.
1962-64 Numerous editorials and unsigned articles. Potomac Valley Architect.

D. Book Reviews

1965-80 In Architecture & Engineering News, Landscape, Progressive Architecture, Journal of the Society of Architectural Historians.

PAST OFFICES AND DISTINCTIONS

I. Prizes & Awards

American Institute of Architects

Potomac Valley Chapter: Building Design Awards (2), 1960.

Albuquerque Chapter: Building Design Award, 1968.

New Mexico Society: First Environmental Award, 1970.

National: Editorial Award, 1962.

American Society of Landscape Architects

National Honor Award for Illinois Natural Areas Inventory, 1979.

Illinois Special Award for Illinois Natural Areas Inventory, 1979.

II. Significant Funded Research

Principal Investigator, Illinois Natural Areas Inventory, 1974-79; Mechanized Adobe Studies, 1969-70; Rural Planning Studies, 1967-69.

III. National Coverage of Building Design

Arts and Architecture: for North American Van Lines Office, 1962.

IV. Editorial Posts

Potomac Valley Architect: Editor, 1961-64.

Landscape, Associate Editor, 1965-70 (Santa Fe, Berkeley)

Robert B. Riley

Past Offices and Distinctions (continued)

V. Committees

National Academy of Sciences: Subcommittee on Environmental Design within Committee on Agriculture and the Environment

ASLA: Task Force on Education

AIA: Regional Development and Natural Resources: Chairman, 1978.

VI. Committees: Significant University Assignments

University of New Mexico

Committee on the University, 1969-70.
Faculty Policy Committee, elected at large, 1970.

University of Illinois

Chancellorship Search Committee, 1979.
Graduate College Executive Committee, 1972-76.
Chairman, Radio-TV COPE Task Force, 1974-75.
Council on Program Evaluation, 1975-78.
Committee on Instructional Computer Use, 1972-75, Chairperson 1973-74.
Study Committee on Program Evaluation, 1971-72.

Headship Search Committees:

Architecture, 1972
Urban Planning, 1971
Center for Advanced Computation, 1975.
Numerous other routine assignments.

VII. Presentations at National Meetings

Keynote Address: Construction Specifications Institute, 1979
Keynote Address: Society for North American Cultural Survey, 1979
Panelist (The Site as an Element of Design) AIA, 1979
Panelist ASPO/AIP, 1976

VIII. Lectures at Other Universities

Cal Poly/Pomona, Carnegie-Mellon, Chicago, Massachusetts, New Mexico, Oregon, Wisconsin, and Sydney, Griffith, Newcastle (Australia)

IX. Public Boards, Commissions, etc.

Albuquerque

Co-Founder, Albuquerque Urban Progress, 1966-70.
Advisory Board on Old Town, 1968-70.
Chairperson, Citizens Commission on Turnkey Housing, 1969-70.

Urbana

Minimum Housing Code Board of Appeals, 1977-78
Public Building Commission, 1973-74

X. Miscellany

Listed in Who's Who in America

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Scott W. Van Dyke Rank: Grad Teaching Asst Date of Birth: 17 Sept. 1954

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Weber State College	1	
Utah State Univ.	3	B.L.A. 1979
Univ. of Illinois	2	M.L.A. (in progress)

Academic Distinctions, Fellowships Held, etc.

Outstanding Sophomore, Junior, Senior, Utah State University

ASLA Award of Merit 1979

Member of Honors Society Alpha Lambda

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic _____

Teaching Experience: (College level)

Institution	*Subjects*	*No of Years*
Utah State Univ.	Graphics	2 (T/A)
Univ. of Illinois	Design	1 (T/A)

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Draftsman, designer, project manager, Maas Grassli & Assoc., Salt Lake City, Utah, 2 years.

Professional Registration: Give Profession, license number and State.

Individual Teacher's Record (Continued)

Name: Scott W. Van Dyke

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Drafting & Graphics	LA 180	2 h.	Fall
Visual Communications	LA 181	3 h.	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Victor J. Walker Rank: Visiting Assoc. Professor Date of Birth: 24 Nov. 1944

Education (College and higher)

Institution	*No of Years*	*Degree and Date Granted*
SUNY College of Forestry, Syracuse	4	B.L.A. 1966
Harvard University Grad Schl of Design	2	M.L.A. 1970

Academic Distinctions, Fellowships Held, etc.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign 2 1/2 mo. Europe, Domestic
1 1/2 mo. Mexico & Cent. America,
1 mo Canada--Historic & Contemporary Landscape Architecture

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of Illinois	Professional Practice	1
	Design Workshop	3

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Principal--Walker Design Group (1yr); Principal--The Pollack Walker Williams Partnership (1yr + 4yr parttime); Head, Dept. of L/A, Shepley Bulfinch Richardson & Abbott (5 1/2 yrs); Landscape Architect, Hugh Stubbins & Assoc. (1 yr); L/A Designer/Proj. Mgr, Sasaki, Dawson, Demay Assoc. (5yr); Designer, Dept. of Parks & Recreation, Syracuse, NY (3 mo)

Professional Registration: Give Profession, license number and State.

Landscape Architect: Maryland #241; Massachusetts #537; Michigan #765; Minnesota #12912; New York #567; Ohio #344; South Carolina #221

Individual Teacher's Record (Continued)

Name: Victor J. Walker

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Projects: Site preservation plan for Marktown historic district, East Chicago, IN.

Landscape Architectural services for: Civic center, Aurora, IL; Police facilities in St. Peters, MO and Champaign, IL ; Occupational Resource Center, Boston, MA; Elderly Housing, Braintree, MA; Unitarian Universalist Church, Swampscott, MA.;

Case Statement Design & illustration, Tyler Arboretum, Lima, PA

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Member, Thesis Review Committee, Boston Architectural Center 1976-79

"Incomplete List of Excellent Teachers," for Spring 1980

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
L/A Seminar	LA 199	2 h.	Fall
Professional Practice	LA 246	1 h.	Fall
Design Workshop	LA 236/338	5 h.	Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: E. Sue Weidemann Rank: Assoc. Professor Date of Birth: 28 June 1941

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Univ. of Illinois	4	B.S. 1963
Univ. of Illinois	4	M.S. (Psychology) 1967
Univ. of Illinois	4	Ph.D. (Soc. Psych) 1971

Academic Distinctions, Fellowships Held, etc.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic _____

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of Illinois	Psychology	2
Univ. of Illinois	(Leisure Studies) Research Methodology	1
Univ. of Illinois	Research Methodology (Landscape Arch)	5

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Professional Registration: Give Profession, license number and State.

Individual Teacher's Record (Continued)

Name: E. Sue Weidemann

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Member, Nominations committee for Board of Directors, Environmental Design Research Association

See attached for publications, current research and other activities

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Member, Board of Directors, Environmental Design Research Assoc. 1976-80, Treasurer, 1978-79; Regional Chair, The Society for the Psychological Study of Social Issues (Div. of the Amer. Psych. Assoc), 1976; Co-Chair, Eighth Annual EDRA Conference, April 1977;

Award for Applied Research, Progressive Architecture annual award 1980

"Incomplete List of Excellent Teachers," for Spring 1980

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Research Process	LA 471	1 u.	Spring
Individual topics	LA 490	varies	Fall & Spring
Masters Project	LA 498	varies	Fall & Spring
Masters Thesis	LA 499	varies	Fall & Spring

Percent of teaching time devoted to landscape architecture program 100 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

E. Sue Weidemann

Current Activities

I. Current Research

"Modernization for a Multifamily Housing Development: A Comprehensive Plan and Longitudinal Evaluation," (with James R. Anderson) 1978-80.

"Decatur Anti-Crime Program: Evaluation and plans for Modernization and Crime Deterrence," (with James R. Anderson), 1980

"The Effect of Varied Counseling Intervention Strategies on FmHA Borrowers' Ability to make Home Ownership Payments," 1980.

"Evansville Site Modernization: Crime Deterrence Consultation," 1980-81.

II. Publications

A. Books--coedited

with James R. Anderson. Priorities for Environmental Design Research, Part 1: Selected Papers. Washington, DC: EDRA, Inc. 1978.

Books--Contributor

Francescato, G., Weidemann, S., Anderson, J., Chenoweth, R. Predictors of residents' satisfaction in high-rise housing and low-rise housing. in D. Conway (Ed.), Human responses to tall buildings. Stroudsburg, PA: Dowden, Hutchinson & Ross, 1977.

B. Bulletins or Reports

Examples of multivariate methods and environmental assessment. In Residential environments for the functionally disabled. Department of Health, Education and Welfare. 1975.

Francescato, G., Weidemann, S. Anderson, J. and Chenoweth, R. Residents' satisfaction in HUD-Assisted housing: Design and management factors. Office of Policy Development and Research, HUD, Washington, DC. 1979

Anderson, J. R. and Weidemann, S. Planning and monitoring change in multifamily housing: the case of North Chicago, Illinois, Urbana-Champaign, Housing Research & Development, University of Illinois 1979.

Francescato, G., Weidemann, S., Anderson, J., Chenoweth, R. Evaluating housing for families of low and moderate income. Final report to the Ford Foundation.

C. Papers published in refereed conference proceedings

Anderson, J. R. and Weidemann, S. Planning and monitoring change in multifamily housing. In Thorne, R. & Arden, S. (Eds.) People and the Man-Made Environment: Building, Urban & Landscape Design related to Human Behaviour. University of Sydney, Australia, 1980.

Sue Weidemann

Current Activities (continued)

Anderson, J and Weidemann. S. Development of an instrument to measure residents' perceptions of residential quality, in O. Uran (Ed.), Housing: Planning, Finance, Construction. New York: Pergamon Press, 1979.

Francescato, G., Weidemann, S. Anderson, J., Chenoweth, R. Impossible dreams, unrealizable hopes? In P. Suedfeld and J. A. Russell (General Eds.), The Behavioral Basis of Design, Book 1: Selected Papers, Stroudsburg, PA, Dowden, Hutchinson & Ross, 1976.

Anderson, J. Weidemann, S., Chenoweth, R., Francescato, G. Residents' satisfaction: Criteria for the evaluation of housing for low and moderate income families. In Papers of the National Conference of the American Institute of Planners, Washington, D.C., 1974.

Francescato, G., Weidemann, S., Anderson, J., Chenoweth, R. A multimethod approach to the evaluation of residents' satisfaction in housing for low and moderate income families. In Ural, O. (Ed.), Proceedings of the Third International Symposium on Lower Cost Housing Problems, Montreal, Canada, 1974.

Chenoweth, R., Weidemann, S., Anderson, J., Selby, R. The environment-behavior relationship construed as a set of conditional probabilities: Some advantages and disadvantages. In Carson, D.C. (General Ed.), Man-Environment Interactions: Evaluations and Applications. Environmental Design Research Associations, Inc., 1974.

Francescato, G., Weidemann, S., Anderson, J., Chenoweth, R. Evaluating residents' satisfaction in housing for low and moderate income families: a multimethod approach. In Carson, D.H. (General Ed.), Man-Environment Interactions: Evaluations and Applications, EDRA, Inc., 1974.

D. Papers Read at Refereed Conferences

Weidemann, S. and Anderson, J.R. Psychology and the designed environment: Post-occupancy evaluation of multi-family housing. Annual conference of the American Psychological Association, Montreal, Canada, 1980.

Anderson, J. and Weidemann, S. An instrument to measure residents' perceptions of residential quality. International Conference on Environmental Psychology, Guildford, England, 1979.

Weidemann, S. and Anderson, J. Resident heterogeneity in multi-familty housing: A source of conflict in space. Fourth International Architectural Psychology Conference, Louvain-La-Neuve, Belgium 1979.

E. Articles

Francescato, G., Weidemann, S., Anderson, J., Chenoweth, R. A systematic method of evaluating multi-family housing. Ekistics, 1976.

Francescato, G., Weidemann, S., Anderson, J., Chenoweth, R. Predictors of residents' satisfaction in high rise and low rise housing. Journal of Architectural Research. 1975.

F. Other Activities

Panelist: Workshop on specification and generalization in post-occupancy evaluation research. EDRA, 1980

Panelist: Measurement Session of the Research Methods in Behavior-Environment Studies, 1977.

G. Exhibit

Teaching research methods in Landscape Architecture: Human perceptions and behavior. Annual meeting of the Council of Educators in Landscape Architecture, Madison, Wisconsin, 1980.

Reviewer: Environmental Design Research Association conference, 1980
American Association of Housing Educators, 1980.

D7: Continued

ASSOCIATED FACULTY

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: James R. Anderson Rank: Associate Professor of Architecture & Housing Research & Development Date of Birth: 2 April 1943

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Univ. of Nebraska	7	B.Arch 1968
Univ. of Illinois	2	M.U.P. 1972

Academic Distinctions, Fellowships Held, etc.

Progressive Architecture, Applied Research Award, 1980

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

1 mo. study housing

Foreign Germany & Sweden Domestic 4 mo. extensive, study housing

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
Univ. of Illinois	Architectural design	6
	Research methods	6

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Clark & Emerson, Project Planner, 2 years.

J. R. Anderson, consultant, 5 years

Professional Registration: Give Profession, license number and State.

Name: James R. Anderson

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

see attached.

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
LA/Arch	465	1u.	Fall
LA/Arch	463	1u.	Fall

Percent of teaching time devoted to landscape architecture program 50 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____ %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

James R. Anderson--Current Activities

"The development of BASIC language computer programs to assist in the design of energy efficient residences," paper accepted for presentation at the International Conference on Energy Resources and Conservation Related to the Built Environment, Miami, December 1980.

Weidemann, S. and Anderson, J. "Using a multi-site evaluation as the basis for post-occupancy evaluation," paper presented at the American Psychological Association Conference, Montreal, September 1980.

Visiting Graduate Critic, Dept. of Architecture, University of Nebraska, Fall 1980.

Butterfield, D. and Anderson, J. "An examination of return rates for mail questionnaires," a paper presented at the Council of Educators in Landscape Architecture Conference, Madison, Wisconsin, August 1980.

_____ and Weidemann, S. "The planning and monitoring of change in multi-family housing," a paper presented at the People and the Man-Made Environment Conference, Sidney, Australia, May 1980.

Weidemann, S. and Anderson, J. "Resident Heterogeneity in Multifamily Housing: A Source of Conflict in Space," presented at the 4th International Architectural Psychology Conference, Louvain-la-Neuve, Belgium, July 1979.

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Ravinder K. Jain Rank: Adj. Assoc. Prof. Date of Birth: Oct 12, 1935

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
Calif. State Univ. Sacramento		B.S., Civ. Engr., 1961
Calif. State Univ. Sacramento		M.S., Civ. Engr., 1968
Texas Tech Univ.		Ph.D., Environment, Systems, 1971
Harvard Univ.		M.P.A., 1980

Academic Distinctions, Fellowships Held, etc.

Executive and Professional Development Fellowship, Harvard, 1979-80

Graduate Fellowship - US Army Corps of Engineers (1970-71)

Tau Beta PI, Sigma Xi

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign Republic of China - 2 weeks Domestic Considerable travel

W. Germany - 2 weeks

Purpose: Environmental Impact Analysis and Public Policy

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
University of Illinois	Environmental Impact Assessment	5 years

Taught a number of short courses and seminars on the subject of Environmental Impact Analysis in the U.S., Germany, Republic of Panama, Republic of China

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Chief, Environmental Division, US Army Construction Engineering Res Lab (9 yrs)

Calif. Dept. of Water Resources (4 yrs)

Spink Engr Corps and Development and Resources Corp. (5 yrs)

Professional Registration: Give Profession, license number and State.

Professional Civil Engr, California No. 14058 since 1963

Individual Teacher's Record (Continued)

Name: Ravinder K. Jain

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

Member, ASCE Environmental Impact Analysis Research Council

Member, ASCE Environmental Engineering Research Council

See attached for the list of publications

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Chairman, ASCE Environmental Engineering Research Council

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*
Environmental Impact Assessment	LA 450	1 u.	Spring (part-time)

Percent of teaching time devoted to landscape architecture program 5-15 %

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors 0 %

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

PUBLICATIONS

Books

Environmental Impact Analysis--Emerging Issues in Planning, University of Illinois Press, Urbana, Illinois, 1978 (Edited with Professor B. L. Hutchings).

Environmental Impact Analysis--A New Dimension in Decision Making, van Nostrand Reinhold, New York, 1977 (with Drs. Urban and Stacey).

Environmental Engineering Related Publications

"Computer-Aided Environmental Impact Analysis", *Journal*, Water Resources Planning and Management Division of ASCE, Vol 103, No. WR 2, November 1977.

Computer-Aided Environmental Impact Analysis for Air Force Base Realignment Activities: User Manual, U. S. Army Construction Engineering Research Laboratory, June 1976 (with Mr. R. E. Riggins).

Department of the Air Force Handbook for Environmental Impact Analysis, U. S. Army Construction Engineering Research Laboratory, June 1976 (with Dr. L. V. Urban and Mr. A. J. Cerchione).

Environmental Impact Analysis - Current Methodologies Future Directions, Symposium Proceedings, Department of Architecture, University of Illinois at Urbana-Champaign, September 1975 (with Professor B. L. Hutchings and Dr. H. E. Balbach).

"A Systems Approach to Identifying Environmental Research Needs of an Agency", *Proceedings,* Environmental Impact Analysis Conference, Department of Architecture, University of Illinois at Urbana-Champaign, September 1975 (with COL M. D. Remus).

"Rationale for Computer-Based Systems for Environmental Impact Analysis", *Proceedings,* Environmental Impact Analysis Conference, Department of Architecture, University of Illinois at Urbana-Champaign, September 1975.

Procedures for Reviewing Environmental Impact Assessment and Statements for Construction Projects, Technical Report E-73, U. S. Army Construction Engineering Research Laboratory, August 1975 (with Drs. N. L. Drobny and S. Chatterjee).

"Prediction of Ecological Impacts", *Proceedings,* XII International Botanical Congress, Leningrad, Russia, July 1975.

A Review and Analysis of Environmental Impact Assessment Methodologies, Technical Report E-69, U. S. Army Construction Engineering Research Laboratory, June 1975 (with Dr. L. V. Urban). (NTIS No. ADA013359)

"Water Quality Interface with Other Environmental Elements", *Proceedings,* Second National Conference on Complete Water Resue, Chicago, Illinois, May 1975.

"Noise Aspects of a Comprehensive Approach to Environmental Impact Assessment and Planning", *Proceedings,* Noise Expo 1975, Atlanta, Georgia, April 1975 (with Drs. E. W. Novak and L. V. Urban).

Computer-Aided Environmental Impact Analysis for Construction Activities: User Manual, Technical Report E-50, U. S. Army Construction Engineering Research Laboratory, March 1975 (with several co-authors). (NTIS No. ADA008988)

Development of the Environmental Technical Information System, Interim Report E-52, U. S. Army Construction Engineering Research Laboratory, March 1975 (with R. D. Webster and R. L. Welsh). (NTIS No. ADA009668)

Environmental Impact Computer System, Technical Report E-57, U. S. Army Construction Engineering Research Laboratory, September 1974 (with Drs. E. Y. S. Lee and E. K. C. Lee, and B. C. Goettel). (NTIS No. AD787295)

Department of the Army Handbook for Environmental Impact Analysis, U. S. Army Construction Engineering Research Laboratory, September 1974 (with Drs. L. V. Urban and G. S. Stacey). (NTIS No. ADA006241)

"A Computerized Environmental Legislative Data System", *Proceedings,* 1974 Earth Environment and Resource Conference, publisher: Lewis Winner, New York, September 1974 (with Dr. G. S. Stacey and G. J. Kovacs).

"Investigation of the Effects of Construction and Stage Filling of Reservoirs on the Environment and Ecology", *Proceedings,* Ninth International Symposium on Remote Sensing of the Environment, Willow Run Laboratories, Ann Arbor, Michigan, April 1974 (with R. E. Riggins and Dr. H. E. Balbach).

Environmental Impact Assessment Study for Army Military Programs Technical Report D-13, U. S. Army Construction Engineering Research Laboratory, December 1973 (with T. A. Lewis and Drs. L. V. Urban and H. E. Balbach). (NTIS No. AD771062)

"Environmental Planning, Via Low Cost Computer Technology", *Journal* Technical Councils of ASCE, Vol 104, No. TCI, November 1978.

Book Review:

Reviewed the book "Drinking Water Quality Enhancement Through Source Protection", for American Water Resources Association, Water Resources Bulletin, Vol 14, No. 4, August 78.

JAIN, Ravinder K.

Water Resources Related Publications

"Octahedral Stress Approach to Analysis of Water Resources Structures", *Proceedings*, USAWES Symposium on Application of the Finite Element Method in Geotechnical Engineering, Vicksburg, Mississippi, May 1972 (with C. V. G. Vallabhan).

"Design of Ring-Stiffened Cylindrical Shells Encased in Concrete", *Proceedings*, IASS Pacific Symposium, Honolulu, Hawaii, October 1971 (with A. R. Griffith and E. W. Kiesling).

"Vibration Analysis of Pump Discharge Lines", *Journal*, Hydraulics Division of ASCE, Vol. 96, *No. HY 11*, November 1970, pp 2279-2296 (with J. M. Diaz).

"Testing of Ring-Stiffened Cylindrical Shells Encased in Concrete", *Journal* Experimental Mechanics, Society for Experimental Stress Analysis, Vol. 10, *No. 6*, June 1970, pp 251-256 (with E. W. Kiesling and R. C. DeHart).

Stability of Ring Stiffened Cylindrical Shells Encased in Concrete, (Research Report), Southwest Research Institute, San Antonio, Texas, 1969 (with E. W. Kiesling and A. R. Griffith).

"Hydraulic Design of Large Surge Tanks for Pumping Plants", *Technical Memorandum Series*, Department of Water Resources, State of California, February 1969 (with R. T. Nakahara and J. M. White).

"Vibration Control of Exposed Pump Discharge Lines by Use of Ring Stiffeners", *Technical Memorandum Series*, Department of Water Resources, State of California, December 1968 (with J. M. Diaz).

"Optimum Penstock Diameter for Hydroelectric Power Plants and Pumping Plants", *Technical Memorandum Series*, Department of Water Resources, State of California, June 1968 (with A. R. Griffith).

"Hydraulic and Structural Design of the Tehachapi Surge Tank", *Proceedings*, Western Water and Power Symposium, ASCE, April 1968, pp B71-B94.

"The Unprecedented Lift - The Tehachapi Pumping Plant Discharge Lines", *Proceedings*, Western Water and Power Symposium, ASCE, April 1968, pp B51-B70 (with A. R. Griffith and M. N. Stephens).

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Donald J. Molnar Rank: Assoc. Prof. Date of Birth: 12/24/38

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*
University of Ill.	4	BLA '60
"	2	MLA '64

Academic Distinctions, Fellowships Held, etc.

High Honors - BLA '60

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic _____

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
University of Illinois	LA - Site Construction	1 (1979-80)
(40% shared appointment with primary service in Office for Capital Programs)		

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

See resume attached.

Professional Registration: Give Profession, license number and State.

Name: Donald J. Molnar

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

1) Ongoing projects at Chicago, Rockford, Peoria, and Urbana campuses - recreation areas, major building sites, pedestrian malls, long-range planning.

2) Completion of illustrations for new book by Albert J. Rutledge - "Observing Behavior"; Garland Press (Title still not final).

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

1) Executive Committee Member and Secretary-Treasurer; Illinois Chapter ASLA

2) See attached

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

Percent of teaching time devoted to landscape architecture program _____%

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____%

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

Donald J. Molnar

Experience in Practice

Landscape Architect, 1961-63, Simonds & Simonds, Pittsburgh, PA
Landscape Architect--Campus Planning Office, 1963-67, University of Illinois
Site Planner, Campus Planning Office, 1967-71, University of Illinois
Acting Director, Campus Planning Office, 1971-72, University of Illinois
Assistant to the Director, Office for Capital Programs, 1972-78, Univ. of Illinois
Assistant Director, University Office for Capital Programs, 1978-present.

Professional Consultation

Champaign Park District, Urbana Park District; Mobile Homes Manufacturers Association;Architectural and Engineering Offices--Champaign-Urbana and Chicago

Speaker: Society of College and University Planners National Conference
American Council of University Housing Officals National Conference

Illustrator: Anatomy of a Park, by A.J. Rutledge

ASLA BOARD OF LANDSCAPE ARCHITECTURAL ACCREDITATION

EVALUATION REPORT

INDIVIDUAL TEACHER'S RECORD

Name: Daniel L. Slotnick Rank: Professor Date of Birth: 12 Nov. 1931

Education (College and higher)

Institution	*No. of Years*	*Degree and Date Granted*	
Columbia College	4	B.S.	1951
Columbia University	1	M.S.	1952
New York University Institute of Mathematical Sciences		Ph.D.	1956

Academic Distinctions, Fellowships Held, etc.

Travel Experience: Number of months spent on specific travel expeditions with serious study purposes. State location and purpose.

Foreign _____ Domestic _____

Teaching Experience: (College level)

Institution	*Subjects*	*No. of Years*
University of Illinois	Elem. Computer Programming & Numerical Analysis Parallel Computer Organization Computers & Societal Issues Scientific Fundamentals of Land-use Planning Computers for the Non-Technical Major Application of the Computer to Large-Scale Modeling and Planning High Speed Computer Design	15 yrs

Experience in Practice. Describe responsibilities, give number of years, and firm or agency.

Westinghouse Electric, Aerospace Div., 5 yrs, research & development in data processing, radar and communications.

International Business Machines Corp. Research & Advanced Systems Div., Advisory engineer, chief engineer.

Professional Registration: Give Profession, license number and State.

Name: Daniel L. Slotnick

Current Activities: Offices now held, publications, exhibitions, competitions, projects, etc. (Add separate sheet if necessary.)

SEE ATTACHED

Past Offices and Distinctions: Offices held, committee memberships in professional societies or boards, etc.

Elected Fellow IEEE 1976

IEEE Distinguished Visitor 1975-76

ACM Lecturer 1964-65

AFIPS (American Federation of Information Processing Societies) Prize for SOLOMON Computer work

Present Teaching Duties: List teaching duties for latest full academic year.

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

Percent of teaching time devoted to landscape architecture program _____%

(The following question for landscape architecture faculty only)
Percent of teaching time devoted to other than landscape architecture majors _____%

Subjects Taught	*Course No.*	*Credits*	*Term or Semester*

PUBLICATIONS

Books

with J. K. Slotnick, "Computers; Their Structure, Use and Influence" Prentice Hall, 1979.

Chapters in Books

With W. C. Borck and M. C. McReynolds, "Parallel Computers" in Allan A. Barnum and Morris A. Knapp, Editors, Computer Organization, Washington, Spartan Books, 1963, pp. 66-92.

With Robert Cancro, "Some Thoughts on Displays" in Don Secrest and Jurg Nievergelt, Editors, Emerging Concepts in Computer Graphics, New York, W. A. Benjamin, 1967, pp. 85-99.

"Logic per Track Devices" in Franz L. Alt, Walter F. Frieberger, and Moris Rubinoff; editors, Advance in Computers, Vol. 10, New York Academic Press, 1970, pp. 291-296.

With George Barnes, Richard M. Brown, Masao Kato, David J. Kuck and Richard Stokes, "The Illiac IV Computer", the C. Gordon Bell and Allen Newell, editors, Computer Structures: Readings and Examples. McGraw Hill, 1971, pp. 320-333.

Articles in Periodicals

"Asymptoic Behavior of Solutions of Canonical Systems Near a Closed Unstable Orbit," Contributions to the Theory of Nonlinear Oscillations, Volume IV, 1958 pp. 85-110.

With H. S. Shapiro, "On the Mathemaical Theory of Error-Correcting Codes," IBM Journal of Research and Development, Volume 3, No. 1, January 1959, pp. 25-34.

With W. Carl Borck and Robert C. McReynolds, "The SOLOMON Computer," Fall Joint Computer Conference Proceedings, Volume 22, 1962, pp. 97-107.

With A. B. Carroll, J. G. Gregory and W. H. Leonard, "Parallel and Concurrent Computer Systems," Proceedings of the IFIP Congress 65, 1962, pp. 319-320.

"The Computer System Issue," (Lead Article written as guest editor), IEEE Transactions on Electric Computers, Volume EC-12, No. 5, December 1963.

"Parallelism," NAECON Proceedings, 1964.

Articles in Periodical Continued

"Unconventional Systems," AFIPS Conference Proceedings, Volume 30, 1967.

With G. H. Barnes, Richard M. Brown, Masao Kato, David J. Kuck and Richard Stokes, "The Illiac IV Computer," IEEE Transactons on Computers, Volume C-17, No. 8, pp. 746-757, 1968.

"The Fastest Computer," Scientific American Magazine, February 1971, pp. 76-87.

With D. E. McIntyre, A. H. Sameh, W. J. Bouknight, J. M. Randal and S. A. Denenberg, "The Illiac IV System," Proceedings of the IEEE, April 1972.

"Types, Sources, and Uses of Data for Local Land Use Planning," Proceedings Land Use Policy Conference, University of Illinois, February 1974, pp. 4-9.

"How Hard is Hard," Proceedings of the IEEE INTECON 1975.

With Ahmed Sameh, "Numerical Calculation and Computer Design," Computers and Mathematics with Applications, Volume 4, No. 3, 1978.

Reports

With J. Cocke, "The Use of Parallelism in Numerical Calculations" IBM Research Memorandum, No. RC-55, 1958.

"ILLIAC IV Design Questions Preliminary List," File No. 693, Department of Computer Science, University of Illinois, Urbana, Illinois, April 20, 1966.

With M. L. Graham, "An Array Computer for the Class of Problems Typified by the General Circulation Model of the Atmosphere," Report No. 761, Department of Computer Science, University of Illinois, Urbana, Illinois, December 1975.

Over 200 internal design documents and reports at IBM, Westinghouse and at the University of Illinois while in charge of the ILLIAC IV Project. The above three reports are cited because they played a significant role in initiating major lines of inquiry within Computer Science.

Prizes and Awards

1962 AFIPS (American Federation of Information Processing Societies) Prize for SOLOMON Computer work.

1964-5 ACM Lecturer

1975-6 IEEE Distinguished Visitor

1976 - Elected Fellow IEEE

Patents

Patents in digital circuits and systems including basic patent on centrally-controlled arrays.

E: STUDENTS AND ALUMNI

SECTION E: STUDENTS AND ALUMNI

E1: Requirements for Admission

The Graduate College considers for admission only those applicants who hold or will be granted at the end of the current academic year a baccalaureate or an equivalent degree comparable to that granted by the University of Illinois, and whose admission average is at least 4.0 (A = 5.0) computed from the last 60 hours of undergraduate work and any graduate work completed. Meeting these minimum admission requirements of the Graduate College does not guarantee admission. Foreign applicants must submit official records of all higher educational training, including certificates of degrees, with the dates the degrees were conferred. Eligible applicants whose native language is not English must also take the Test of English as a Foreign Language (TOEFL) and submit evidence of financial support as a candidate of admission.

Applicants for admission meeting the above requirements are reviewed by the faculty teaching graduate courses. Applicants are evaluated on the basis of GPA, letters of reference, statement of intent, and for applicants from a design field, a required brochure. There is no official minimum GPA in such review, but effectively those applicants with a GPA greater than about 4.20, good letters, and clear and relevant statements will be probably admitted. An applicant with a GPA between 4.00 and 4.20 will sometimes be admitted because of unusually strong letters or statement, a proven record in graduate work elsewhere, or a record of professional accomplishment. We will also, rarely, petition the Graduate College for admission of a student with a GPA below 4.0, because of outstanding references and several years of practical experience. We insist that all students understand the nature of our two specialized graduate tracks, and show commitment and interest to one or the other, before we admit them. We strongly encourage prospective students to visit the campus before we or they make decisions as to admission or enrollment.

The paragraph above applies mostly to domestic applicants. Foreign applicants, particularly those from non-English speaking countries, are much harder to evaluate. We rely on our own experience in evaluating reference letters, opinions, when available, from the Graduate College on the quality of the undergraduate institution, and most heavily on brochures and statement of intent.

Students who enter the program without a degree in landscape architecture are placed on limited status and advanced to full status only after completion of their prerequisite work. Generally, a GPA of 4.0 or better over all courses taken is required for such advancement.

E2 Student Recruiting and Advisement

Recruiting

Despite the lack of formal publicity campaigns over the last few years we've done extremely well in attracting excellent students. One reason for this seems to be the generally solid reputation of the program, attracting a good number of initial inquiries. Probably more important is the nature of our response to such inquiries. Our best graduate students have repeatedly told us that they came to Illinois because first, they had a sense of a program with clearly defined goals and structure, and secondly because they received personal, individualized attention.

We would like more applications from students with BLA's, for reasons explained on the next page. We have little trouble getting some excellent such students each year, because we always have at least two or three teaching assistantships available for them, but we'd like more. We are also exploring the possibility of a joint BA/MLA program with a private liberal arts college in the State; such a venture would produce only a very small number of entrants, but they would have had excellent preparation.

Advising

Each Area of Specialization has a faculty member in charge of advising all students in that track. The small number of students and our concentration on two tracks has also produced an informal peer advising that is most helpful in evaluating out-of-department course selection.

E3 Enrollment Information

The Graduate College sets maximum enrollment quotas for each department, 35 in our case for the last several years. Our enrollment has always closely approached this figure. However our figures always include three or four students completing project or thesis, and registered for zero or minimal credits, so we could legally handle at least five more students each year.

We are most satisfied with the quality of our graduate students, which has improved so remarkably over the years 1973 to 1978 that some of our better students of eight years ago would not even qualify for admission today, despite doubling of enrollment. The intelligence, enthusiasm and motivation of the grad students is one of the major strengths of the program.

Unfortunately, however, our enrollment has been limited not only by our admissions standards but by a mismatch between our resources and the mix of qualified applicants. About 80% of the latter have little or no L/A background. We have space for only ten graduate students in our introductory design sequence, and two or three more at the intermediate level. In contrast, we could comfortably accomodate probably ten more students each year in our full graduate level courses, but get only about five qualified applicants with a BLA.

We plan major recruiting campaigns to attract applicants for 1981 and 1982 admissions. Hopefully having a larger pool of qualified applicants will enable us both to further increase the quality of our students in general, and to enroll a larger proportion of L/A background students.

Statistics covering enrollment and degrees awarded are given in A6. That table shows not only a doubling in size over the last decade, but a dramatic increase in the number of women, from zero in most earlier years to two thirds of total enrollment in 1980-81. This increase was due not to any special recruitment campaign, but mostly to an increase in the number of qualified women applicants. No doubt, though, the department has encouraged female enrollment through even handed financial assistance and the presence of women faculty. Would that our minority record were as good; only one black has ever received an Illinois MLA. Our last mass recruitment mailing, five years ago, included predominently black colleges, as will our next.

E4 Graduates and Alumni

About 900 men and women have received degrees from the department. We keep a card file with entries for each graduate: home and business addresses and when known current job descriptions. For the last five years we have published an annual newsletter, which has been a great source of satisfaction to alumni and, through responses, allowed us to keep unusually current with where our graduates are, and what they are doing.

Graduates of our programs over the last 25 years have served as department chairmen at Cal Poly--San Luis Obispo, Harvard (2), Michigan State, Mississippi State, and Wisconsin. Several are principals in prestigious firms and one is Planning Director for the third largest city in the United States.

Recent MLA Program Graduates and Alumni

Of 87 graduates since 1970, 28 (or 32%) have at one time or another held 34 different full time or part-time faculty appointments in 21 different landscape architecture, architecture, or planning programs. Of 55 graduates or alumni from 1975 through 1980, eight currently teach full time in departments of landscape architecture, and four more part-time. Of these twelve individuals, six entered our MLA program with a BLA or similar degree, six came to us with no previous landscape architectural education.

Here are a few other accomplishments of recent (1975 or later) graduates or currently enrolled students.

- Article in Landscape Architecture
- Article in Journal of the American Institute of Architects
- Article in Management Science
- Articles forthcoming in Landscape Architecture and Landscape Architecture Forum
- President-Elect, Northern California Chapter, ASLA
- Secretary, Colorado Chapter, ASLA
- Several papers presented at annual meetings of Environmental Design Research Association, the Council of Educators in Landscape Architecture, and the National Recreation Congress
- Prize for best student paper of the year, EDRA, 1978
- Study of Olmsted's work in Buffalo, funded by the State of New York, and membership on the Steering Committee of the National Association for Olmsted's Parks.
- Listing in Who's Who in American Colleges and Universities, 1981 edition

About two-thirds of the above accomplishments were achieved by people who entered our program with no previous background in landscape architecture.

F: FACILITIES AND
EQUIPMENT

SECTION F: FACILITIES AND EQUIPMENT

F1 The following table and floor plans indicate the area and location of space allocated to the Department

Space Type	Room No./Bldg/	Sq.Ft.	Capacity Norm	Capacity Max	Exclusive or Shared Use
Office					
Administration	214/Mumford Hall	417			
Head	214A/Mumford Hall	195			
Dir., Allerton Park	214B/Mumford Hall	172			
Staff	201/Mumford Hall	247			
Staff	202/Mumford Hall	234			
Librarian	205B/Mumford Hall	99			
Staff	201/1205 W. Nevada	186			
Staff	202/1205 W. Nevada	234			
Staff	208/1205 W. Nevada	182			
Staff	107/1204 W. Nevada	286			
Staff	206/1203 W. Nevada	210			
Staff	106/1205½ W. Nevada	221			
Staff/Grad	204/1205½ W. Nevada	99			
*Graduate	209/Mumford Hall	195			
*Graduate	4/1205 W. Nevada	92			
*Graduate	101/1205 W. Nevada	195			
*Graduate/Classroom	102/1205 W. Nevada	442			
*Graduate	201A/1205 W. Nevada	75			
*Graduate	203/1205 W. Nevada	156			
*Graduate	205/1205 W. Nevada	110			
*Graduate/Senior	3rd Floor 1205½ W. N.	383			
		4430			
Studio					
Sophomore	200/Mumford Hall	1876	40	45	
Junior	1st, 2nd, & 3rd floors, 1203 W. N.	2184	36	41	
Senior	1st, 2nd & 3rd floors, 1205½ W. N.	1347	27	35	
		5407			
Classroom					
Junior	104/1203 W. Nevada	520	36	41	
Senior/multi-purpose room	Basement/1205½ W. N. (part)	758	30	50	
		1278			
Lecture Room	153 ASL	612		44	shared
	135 ASL	2025		231	shared
		2637			
Seminar Room	8/1205 W. Nevada	325	12	25	
Support Resources					
Slide Study, Light Tables, Storage	205/Mumford Hall	230			
Slide Storage	205A/Mumford Hall	99			
Computer Room	3/1205 W. Nevada	80			
Computer Room	6/1205 W. Nevada	320			

Support Resources		
Artograph Opaque Projector	5/1205 W. Nevada	90
Darkroom	105/1205 W. Nevada	188
Print Machine	110 1205½ W. Nevada	88
		1095
Workroom/Storage	214C/Mumford Hall	145
Storage	Basement/1205½ W. Nevada (part)	136
		281
GRAND TOTAL (non-shared)		12,816

*These spaces serve both as offices for graduate teaching or research assistants and as "studio space" for graduate students with or without assistantships.

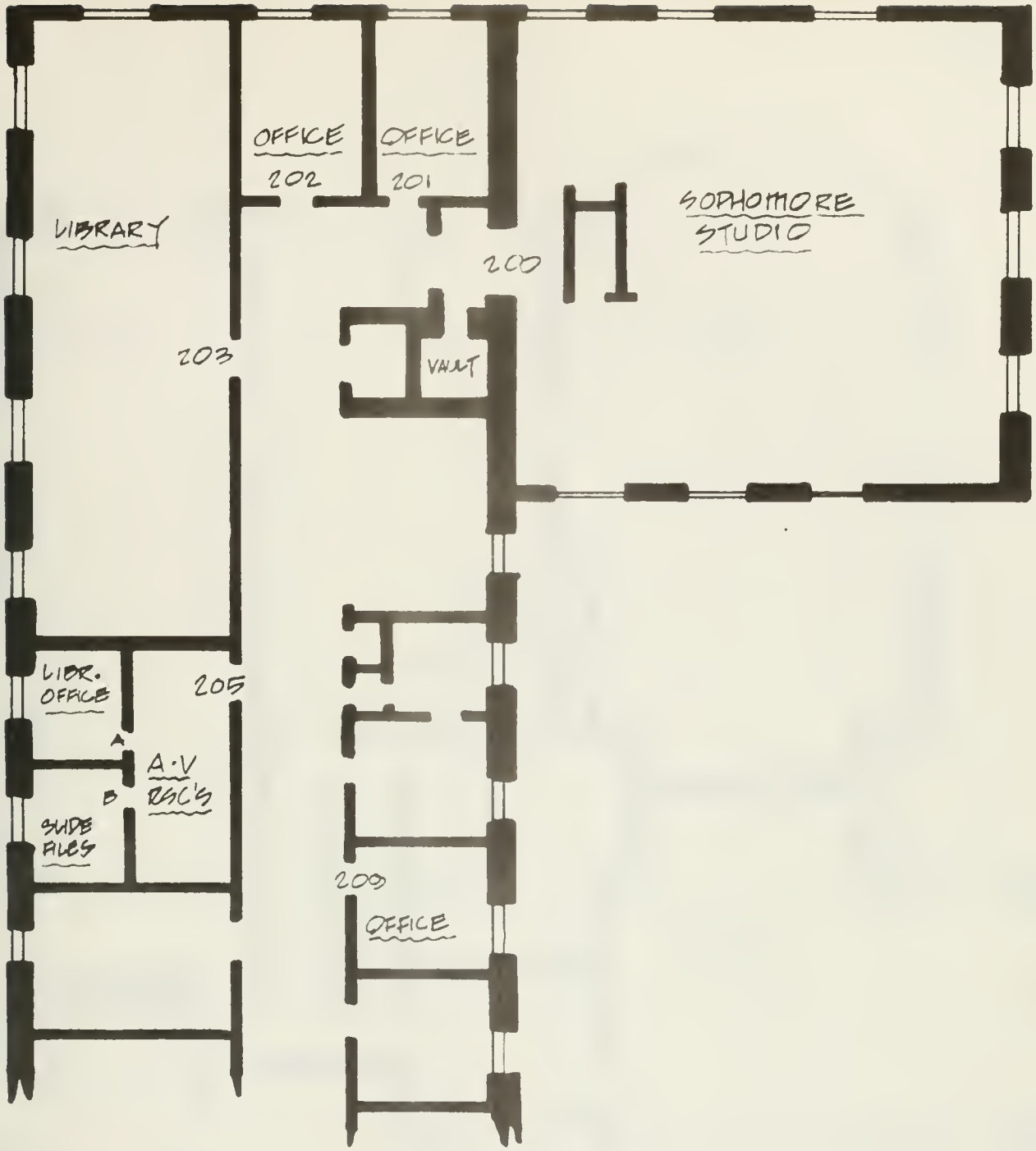
DISCUSSION

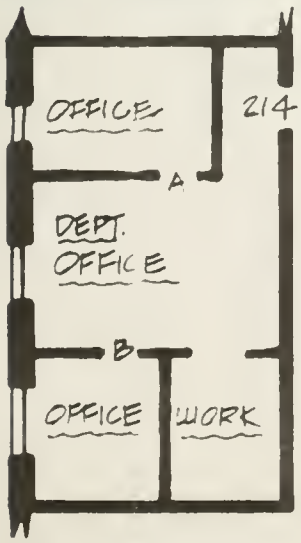
While the space committed to the Department is quantitatively adequate for our program as it stands, it still imposes three restrictions. The library space is inadequate. Reading space is very short, particularly for demand towards the end of the semester. Periodical display is limited. Over two thirds of the collection is housed in the main stacks; many pamphlets are in file cabinets in the hall. One of the world's great collections is not being used to its potential. We've been trying to get more space for the library for over five years, so far without results.

Secondly, one of the interesting proposals for revising the undergraduate program calls for spreading our studio work out over four years instead of three, with or without extending the overall program to five years. There is no way we could do this within our present space without going to hot boards. Last, and also least importantly, the recent much needed expansion of department offices leaves no space for housing any major research project, such as the Illinois Natural Area Inventory required.

The arrangement of our space, however, is a severe handicap. Our use of four separate buildings compartmentalizes students by years, and isolates faculty from one another. Having juniors in one building and seniors in another is a particularly annoying restriction during the Spring semester vertical design studio. The domestic nature of the space in the junior and senior buildings - two and three students per room, spread over two or three floors, is a major frustration to faculty; points raised during critiques don't spread beyond a small room, communication often involves shouting up staircases, knocking on doors, etc. On the other hand, it has some phychological advantages for the students; they enjoy having a different building of "their own" junior, senior and full load graduate years, reflecting their progress through the curriculum, and appreciate having the homey space of the small rooms. It's still a bad situation. There is little hope for any significant improvement; while the Office of Space Utilization understands our problem, and is generally very supportive of the department, the campus building program is in effect over. Proposals for a major move have proved politically impossible and/or have carried disadvantages as great as the one we've learned to live with.

On the positive side, we've made three major improvements since the last accreditation visit: a decent departmental headquarters, a heavily used meeting-jury-display area in the remodeled basement of 1205½ Nevada, and a relaxation of campus restrictions such that we now have some control over the development of the exterior space around the Nevada Street buildings.



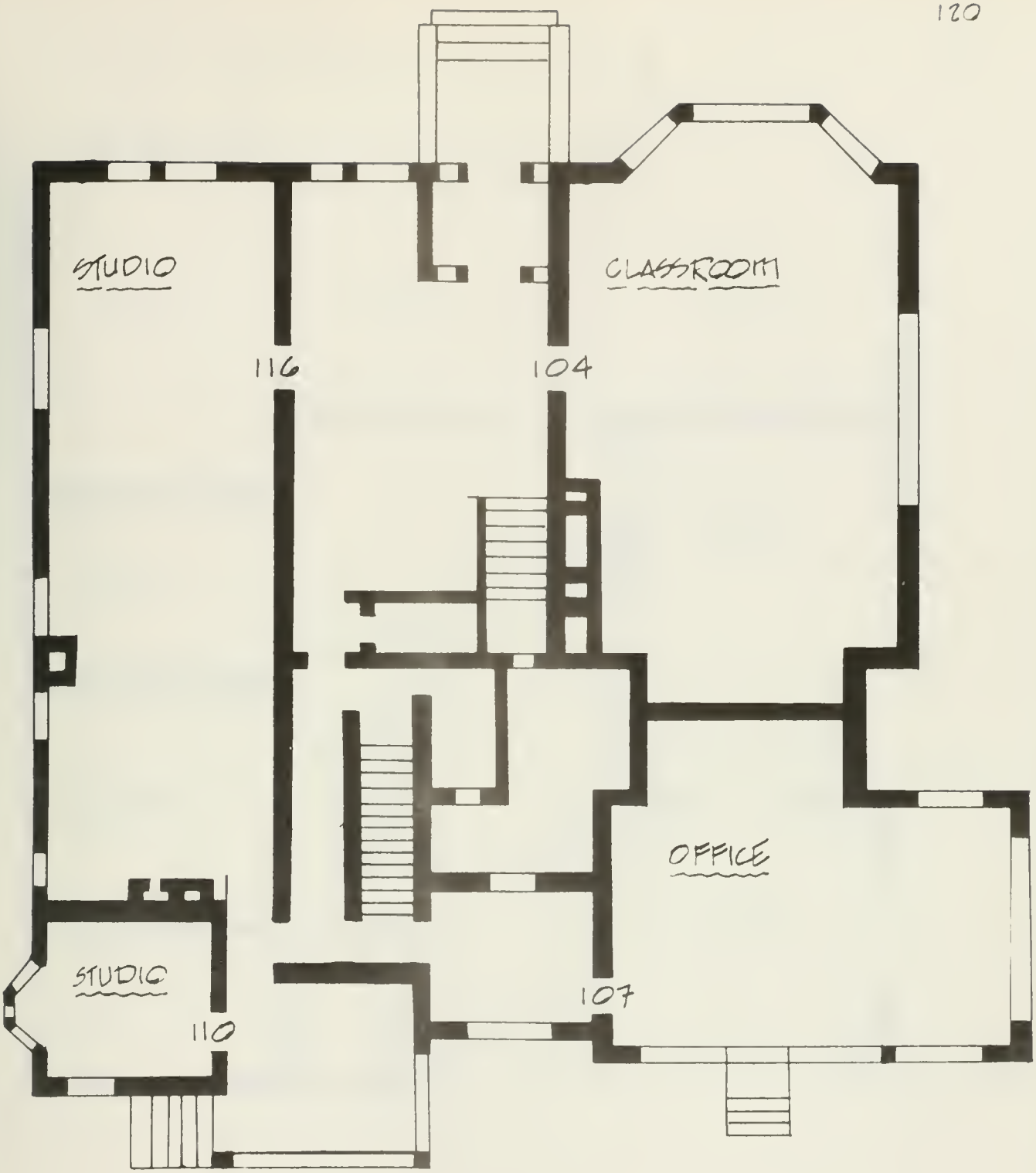


MUMFORD HALL

2° FLOOR

1/16" = 1'-0"

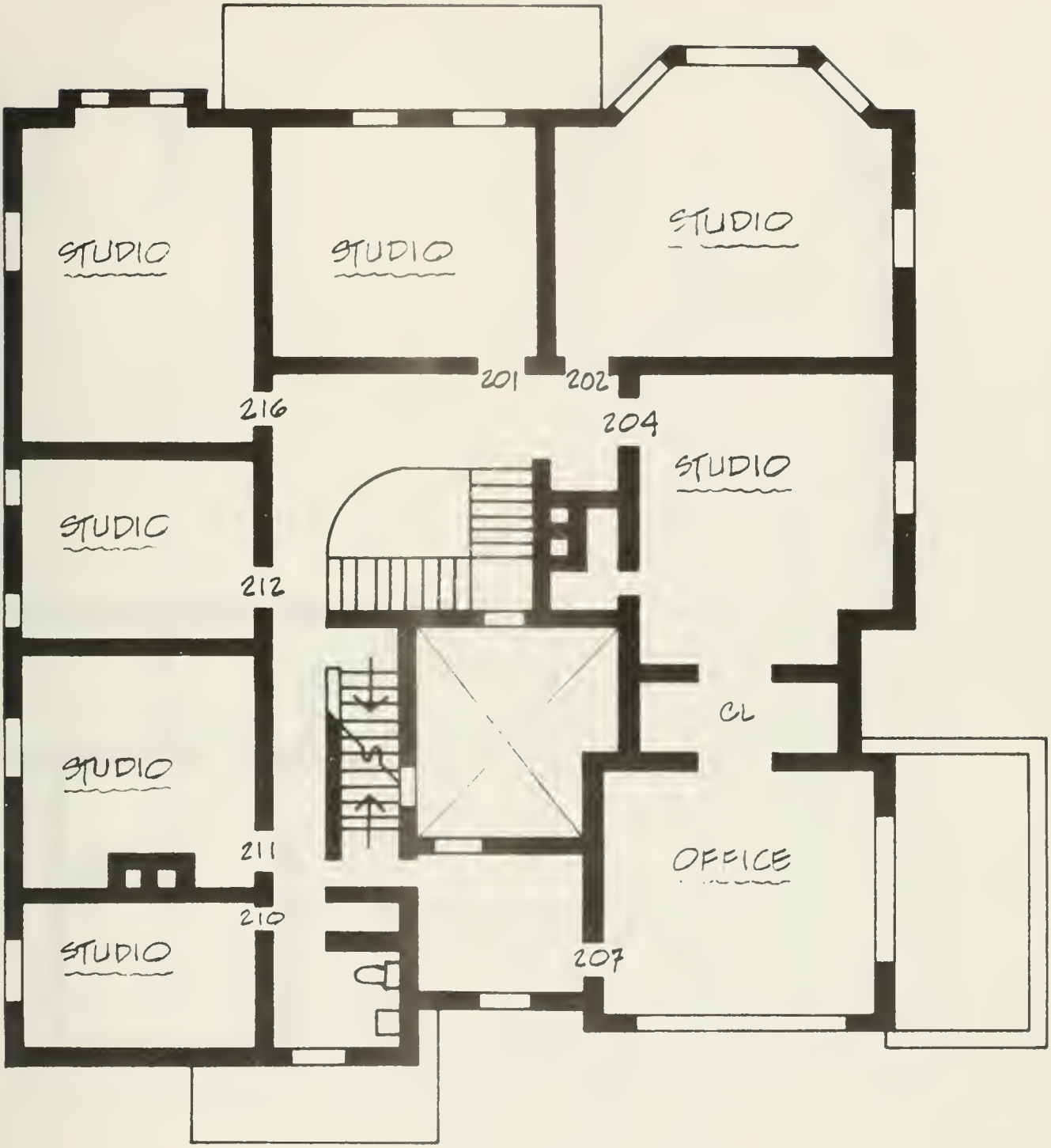
F-1



1203 No. NEVADA

1° FLOOR

1/8" = 1' -0

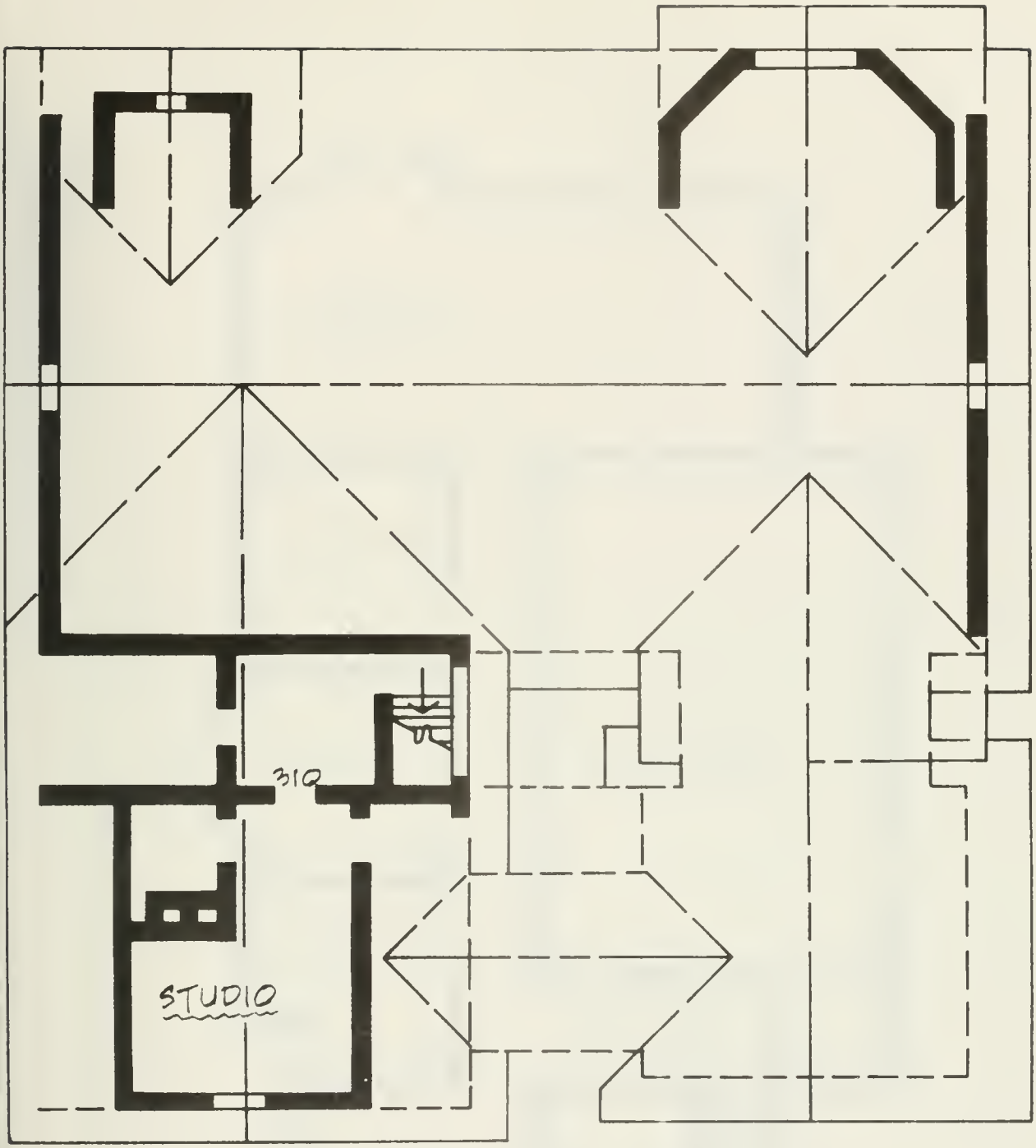


1203 N. NEVADA

2° FLOOR

1/8" = 1'-0"

F-1



1203 W. NEVADA

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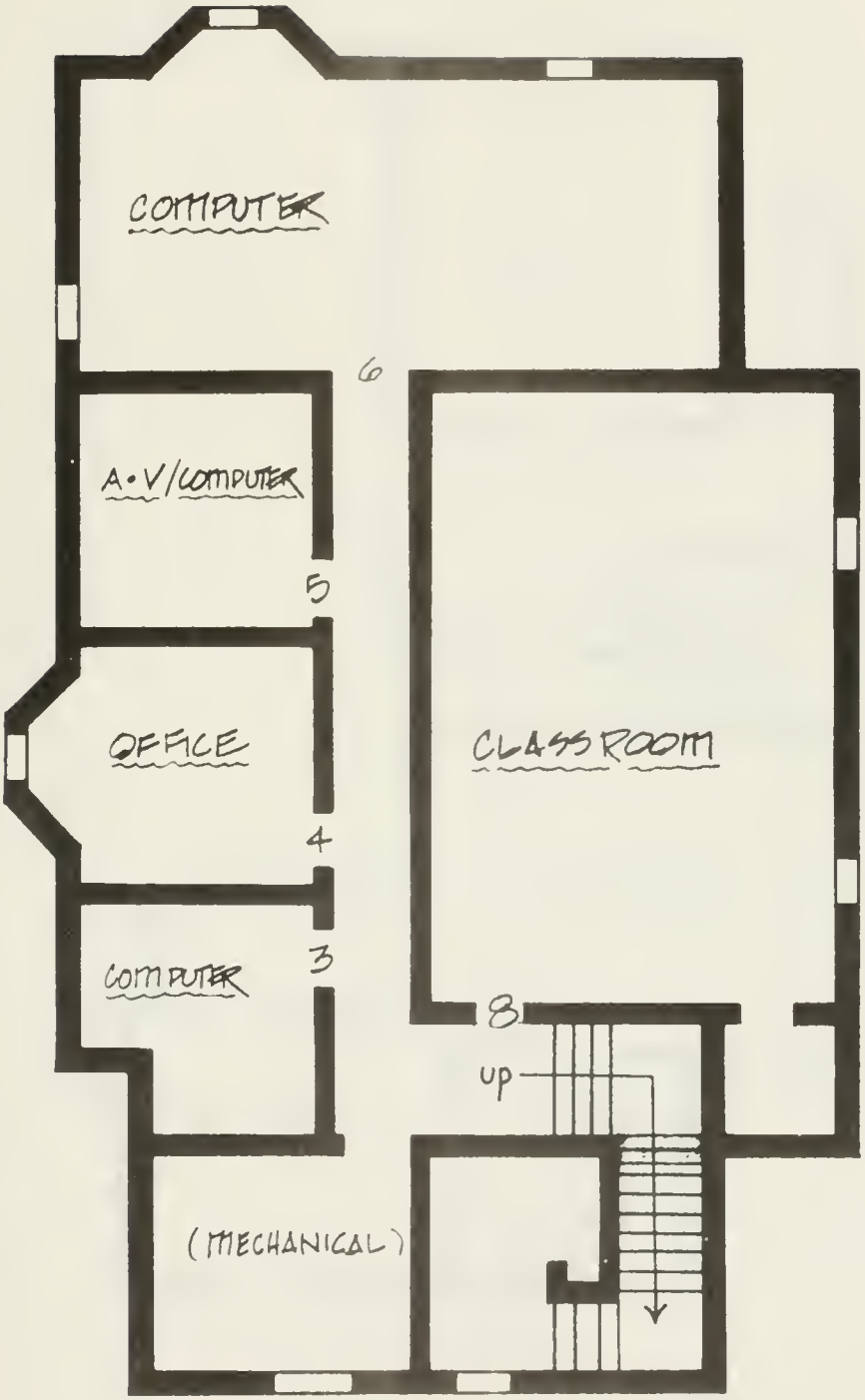

1205 W. NEVADA

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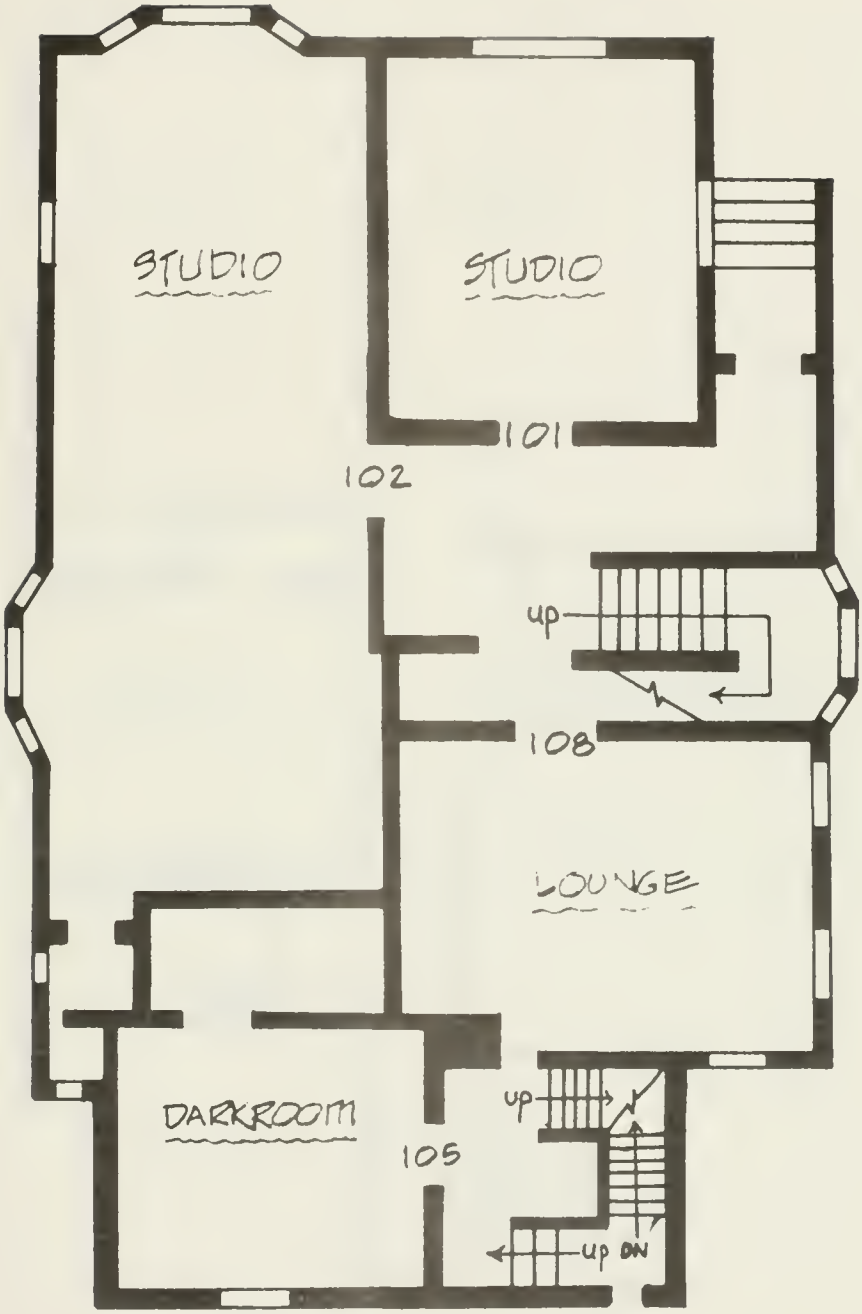

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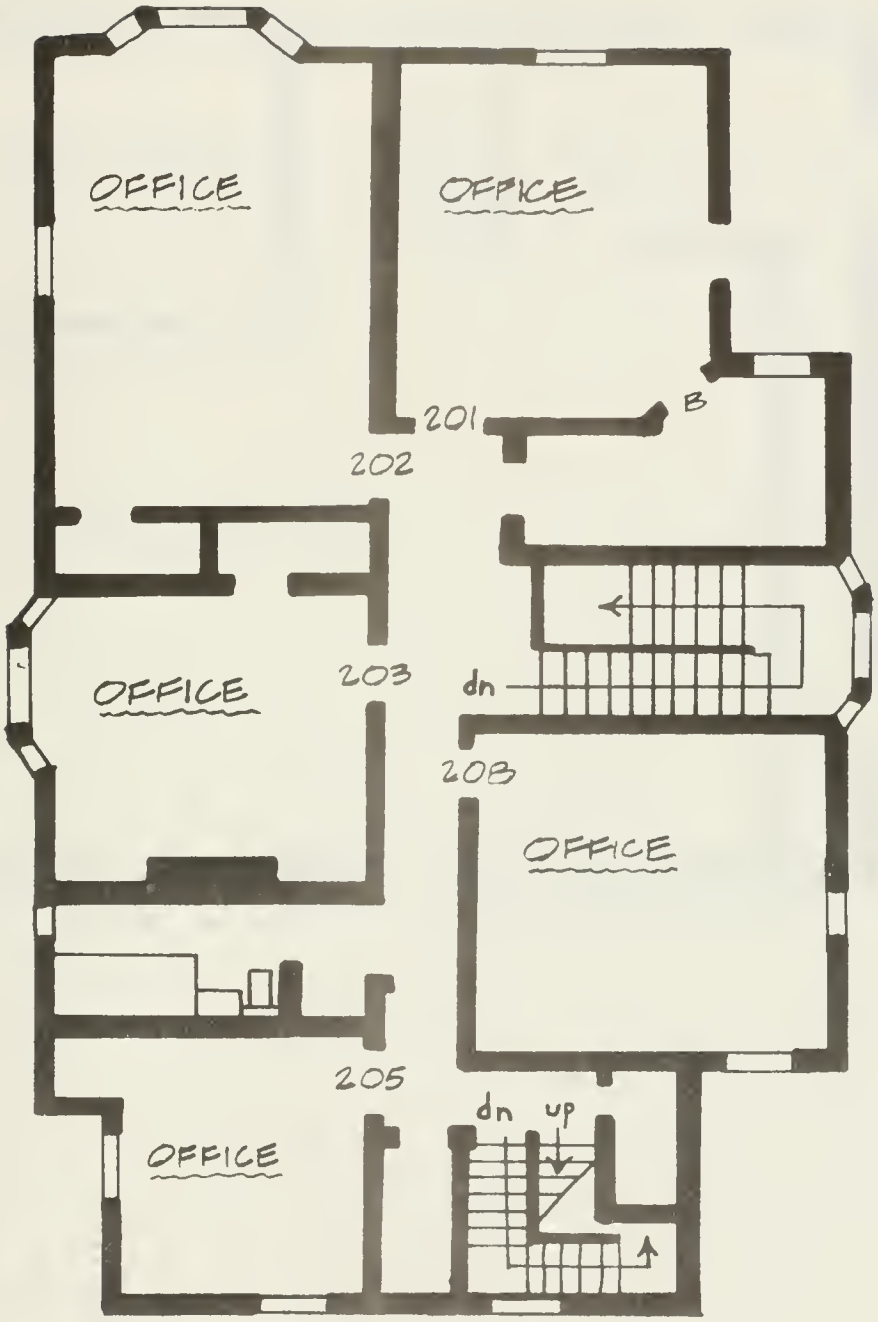

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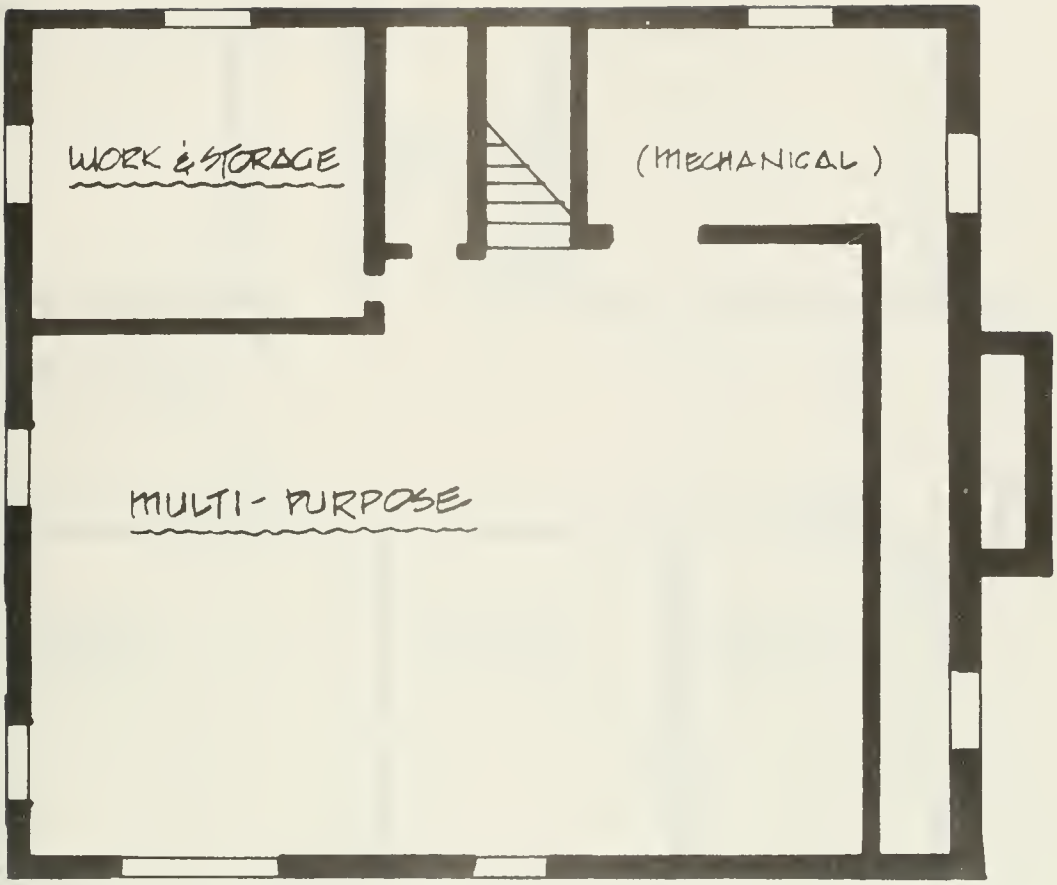

1205 1/2 WO NEVADA

BASEMENT

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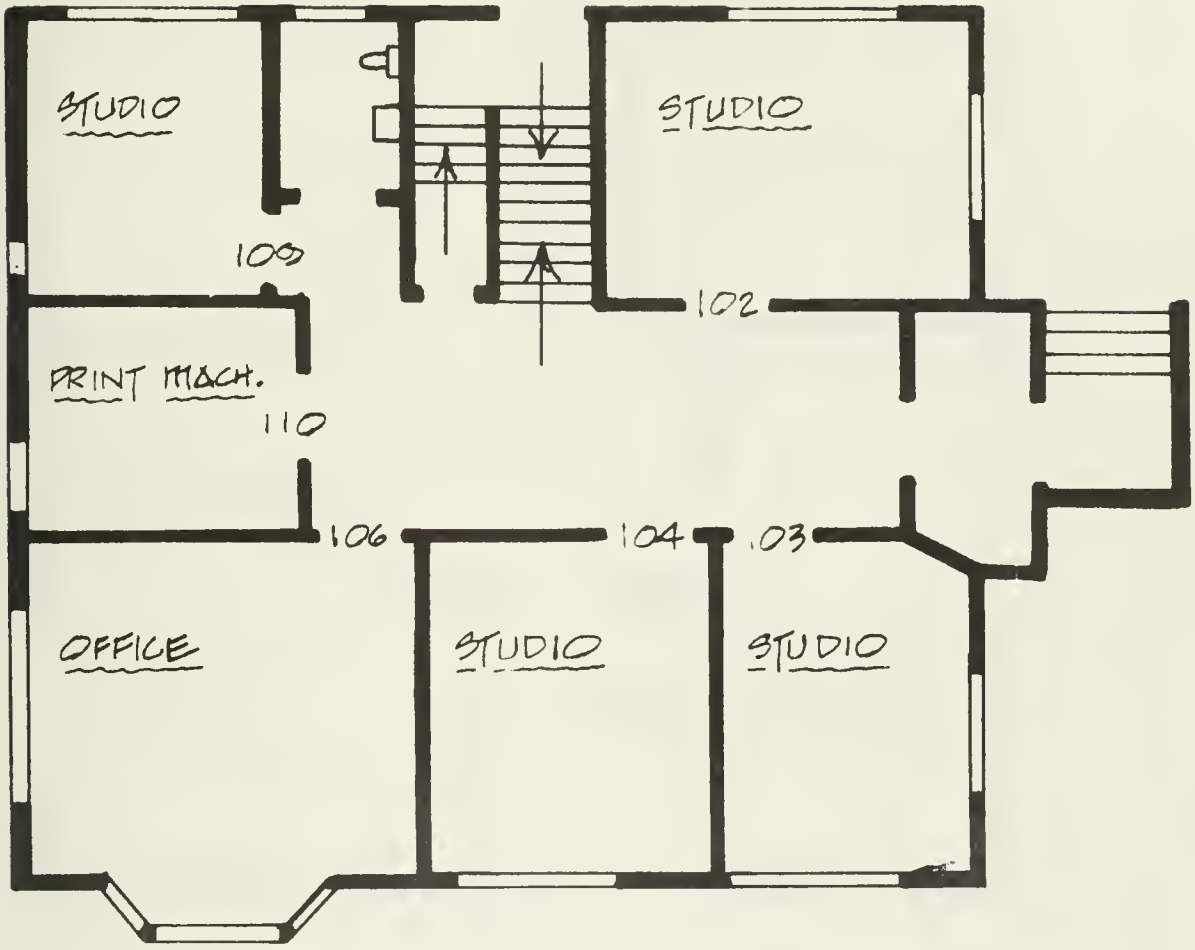

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1° FLOOR

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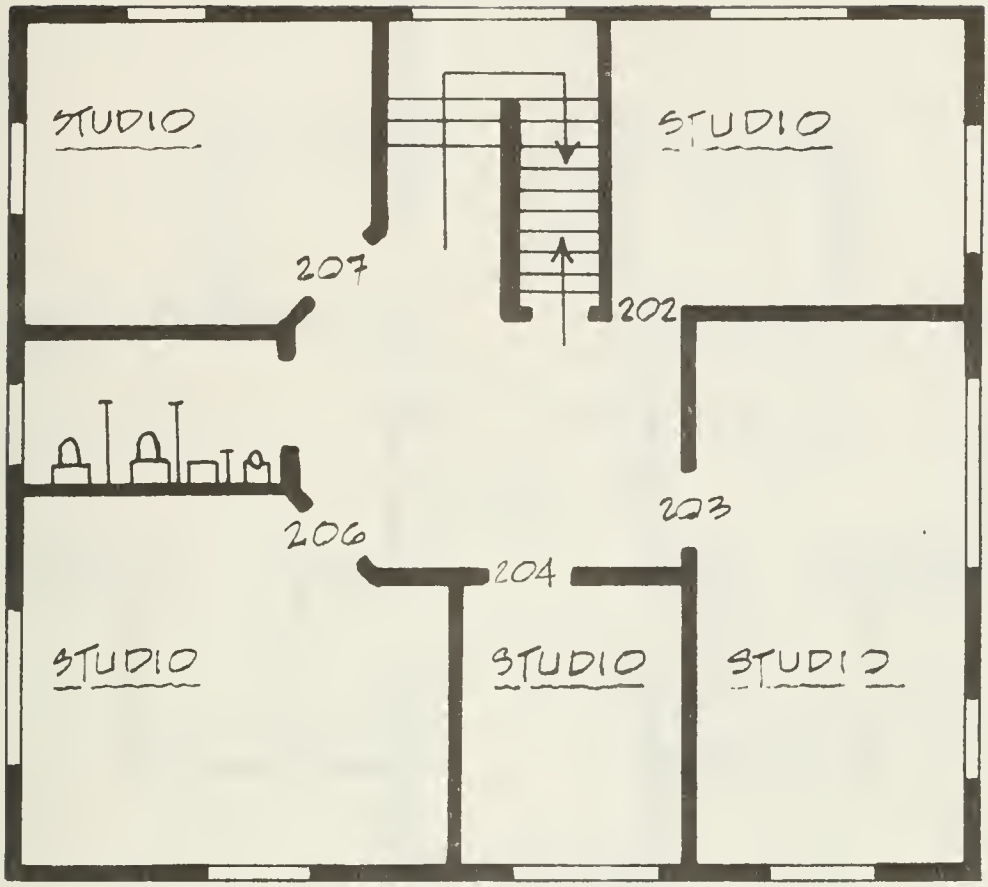

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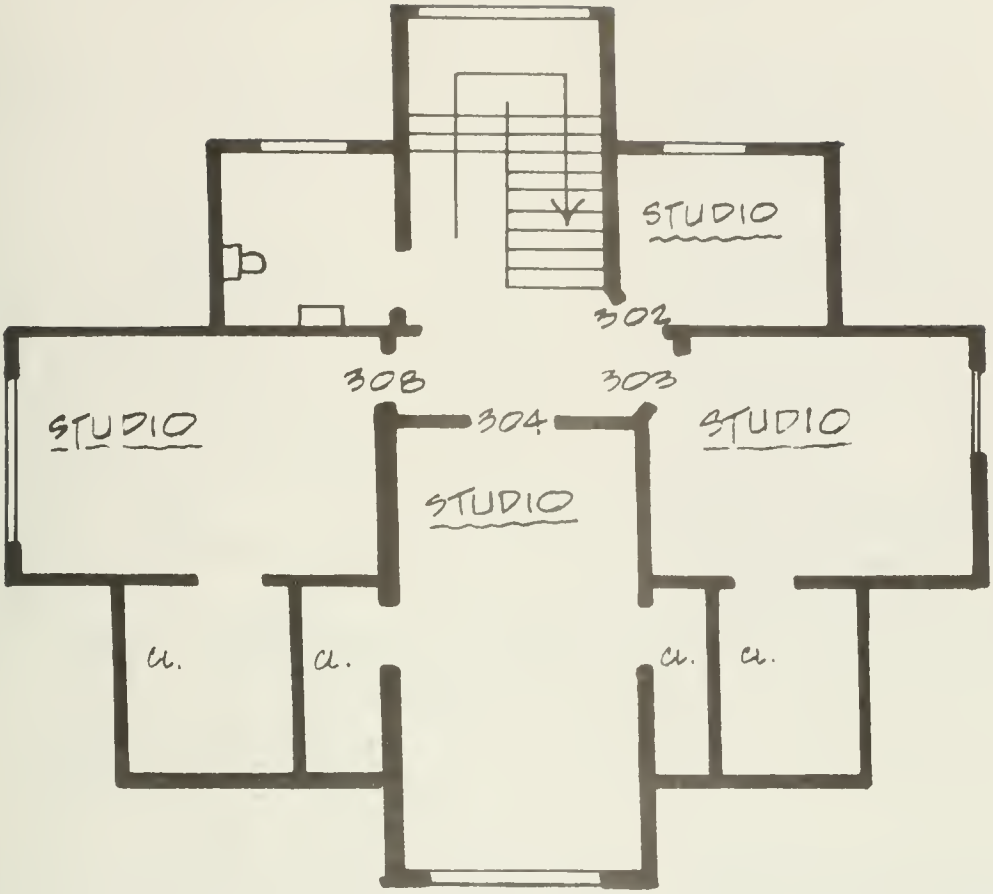

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F2 Special Equipment, Space, and Teaching Aids

The following items are available to students and faculty on a sign-out basis. Class use has priority over personal use.

Engineers transits	3	8mm movie projector	1
Engineers levels	5	8mm movie cameras	2
Alidades and plane tables	3	35mm camera	1
Planimeters	5	Overhead projectors	2
Highway curve set	1	1/2 inch electric drill	1
Ships curve set	1	8 1/4 inch portable power saw	1
LeRoy lettering sets	2	9x9 umbrella tents	6
Plastic binder machine	1	Camp stoves and lanterns	3 ea.
Opaque projectors	3	Blueprint machine	1
2x2 slide projectors	10	Light tables	5
3x5 slide projector	1	Hand levels	2
Cassette tape recorders	3	Fiberglass Tapes	3
Projection screens	6	Steel tapes	
Photographic floodlights		Cutawl saw	1
Yashica camera	1	Nuclear counting system	1
Polaroid camera	1	Technal drymount press	1
Universal programmer	1	Camera copystand	1
Image blender	1	Artograph bellows	1

Major office equipment that is used to support classroom activities as well as for office purposes includes:

Model 780 Savin copier
Olivetti calculators - 2
Roneo duplicator machine

The Department darkroom in available to all students and faculty on a reservation basis. It is equipped with:

Vivitar enlarger	Drying rack
Beseler enlarger	Assorted film developing tanks
Timer	Assorted trays (for prints up to 16 x 20)
Print washer	Paper cutter

The department computer room is a facility primarily for graduate and research use, with undergraduates using it for some courses. It is equipped with:

Tektronix display terminal, model 4010-1; Tektronix hard copy unit, model 4631
Texas Instruments portable date terminal, model 635
Summagraphics digitizer (30" x 40") with Altek interface
Hazeltine 1500 display terminal
Apple II computer system with 48K memory, Floppy disk drive,
Serial interface card, Communications interface card,
Sony Trinitron Color TV as monitor
Decwriter III data terminal, model LA120
Two Rixon 1200 baud modems, model T212A; Comdata modem (1)

The slide file, Room 205A Mumford Hall, contains approximately 15,000 indexed slides of plant materials, landscape architecture projects, planning works, parks, historical gardens, student work, etc. for classroom or individual use.

F3 Library Facilities

The City Planning and Landscape Architecture Library occupies Room 203 Mumford Hall, near the department office and studio.

Hours: 8 a.m. - 10 p.m. Mon.-Thurs.
8 a.m. - 5 p.m. Friday
9 a.m. - 5 p.m. Saturday
1 p.m. - 10 p.m. Sunday
(Summer: 9-12, 1-4 Mon.-Fri.)

There are 24 seats available in the reading room. The library maintains a working collection of about 17,000 volumes, 260 periodical titles, and 300 continuations. Due to limited space the collection is kept weeded, and less-used material is housed in the stacks of the main library. The department also has a slide collection numbering about 18,000 which is located in a room near the library.

The main library of the University of Illinois is less than one block away from Mumford Hall, and the undergraduate library is across the street. The U. of I. library contains over 5,500,000 volumes and is the largest state university library in the country. The total holding, including music, maps, audio-visual materials, etc. is more than 9,000,000. The library ranks 3rd among university libraries in the country in volumes owned.

Hours: 8 a.m. - 12 midnight Mon.-Thurs.
8 a.m. - 10 p.m. Fri. & Sat.
1 p.m. - 12 midnight Sun.

Other departmental libraries add to the scope of the collection which we house in Mumford Hall. The Agriculture Library is also located in the same building; Architecture is nearby; Map and Geography, Education and Sociology, and Commerce are in the main library building.

Acquisitions

Titles are selected almost entirely through departmental librarians, with input from the faculty. The actual ordering and cataloging is done in the Technical Services Dept. of the library.

Management

Within certain limitations such as budget, departmental librarians are fairly autonomous. There are councils of departmental libraries which provide input on the needs of the departmental libraries. The CPLA Library is part of the Social Science Council. Budget has been tight due to inflation, but in general the state has provided 10 percent for inflation each year for book budget. The 1979/80 budget for the CPLA Library was $10,500 for monographs, $2,700 for continuations, and $9,900 for periodicals--a total of $23,100.

F4 Special Facilities and Activities Available

The Department has available to it all the offerings of a premier university. For example, it has the greatest array of computers in the state, perhaps in the midwest, with easy access for research purposes ranging from computer graphics and computer assisted instruction to compilation of research data. These opportunities are available at the Computer-based Educational Research Laboratory, with its PLATO teaching system, at a number of other specialized facilities such as the Spatial Data Analysis Laboratory, and at remote terminals in various service locations around campus. All this is in addition to the department's own facilities described in F2.

The Visual Resources Laboratory, located in the Fine Arts Building, houses a variety of professional graphics art reproduction systems, all of which are available to our students on a cost of materials basis, with employees to assist in their use. The facility gives our students the ability to produce graphic images of professional technical quality and experience in using the equipment. Further expansion of VRL facilities is a top priority of the College for supplemental funding.

The University owns three natural areas preserved for educational and research purposes within five to twenty miles of campus: Brownfield Woods, Trelease Woods and Prairie, and Hart Woods. Twenty-five miles from campus is Robert Allerton Park, a 1500 acre estate combining a conference center, extensive formal gardens, and undisturbed natural areas of considerable natural diversity. Allerton Park is heavily used for many purposes (including at least one departmental faculty retreat). Access to the others is under control of the campus Study Committee on Natural Areas with access by permit. All four serve valuable formal and informal study purposes, as does Busey Woods, a semi-undisturbed area owned by the Urbana Park District. Morton Arboretum, west of Chicago, is a three hour drive away and is used at least once a year for a formal field trip.

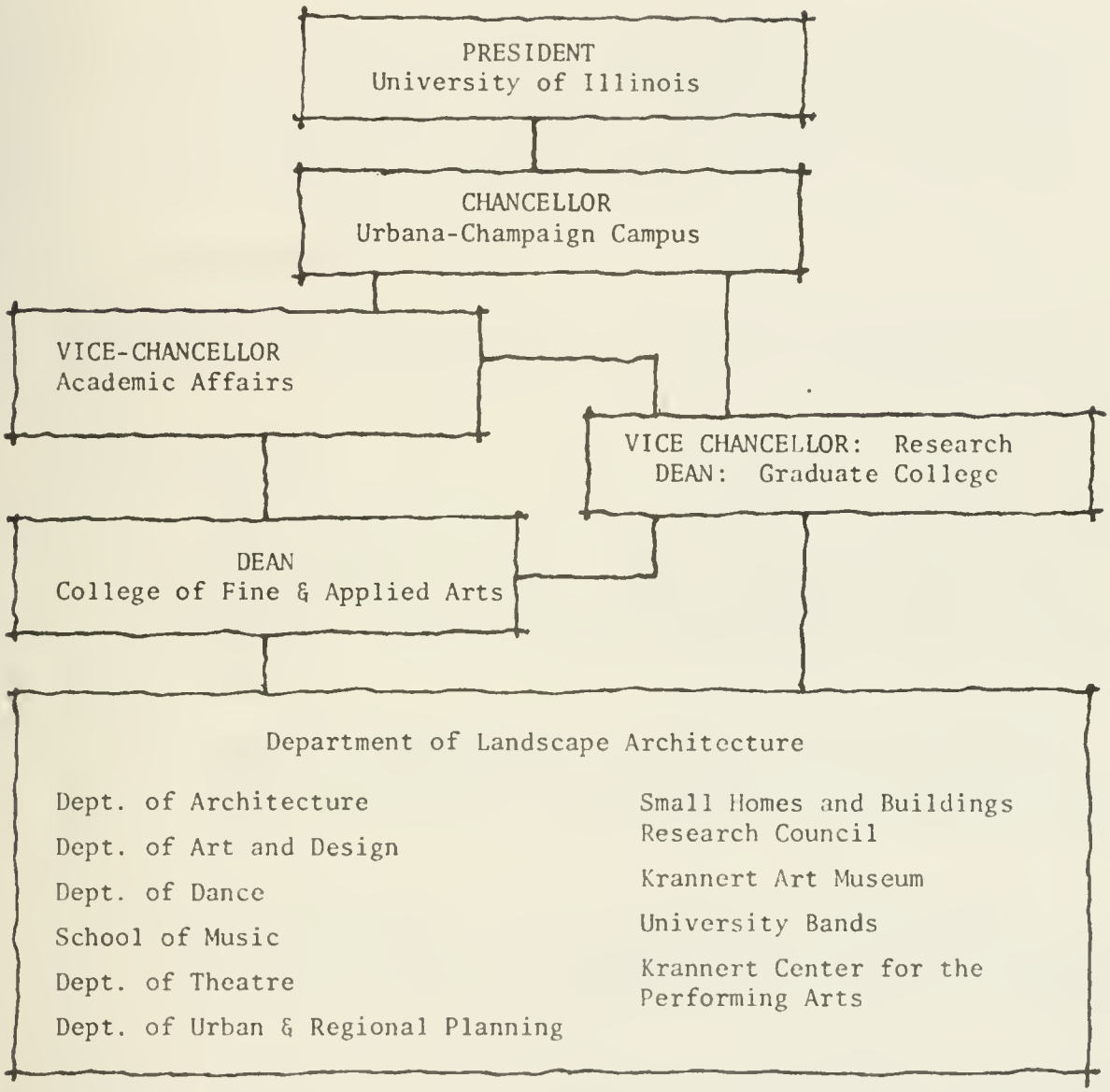
The State Geological Survey, Water Survey, and Natural History Survey are all located on campus, as well as regional offices of the United States Geological Survey. The Construction Engineering Research Laboratory of the Corps of Engineers, located in Champaign, is in charge of research for all Army military construction. Its habitability and impact assessment studies are directly related to our two graduate specialties. Relations with the department are extensive, including adjunct faculty appointments, contract research work, jobs for graduates, and study opportunities for Master's projects and theses.

A full program of music, opera, dance, concerts, and the theater is available at the Krannert Center for the Performing Arts (five theaters) and the Assembly Hall. Frequent changes of painting and sculpture exhibitions are on display at the Krannert Museum and at the Illini Union featuring the work of internationally known artists. An endowment fund honoring the late sculptor, Lorado Taft, permits bringing to campus each year a prominent lecturer in the field of art, architecture, or landscape architecture. The George A. Miller lecture committee is a campus organization aimed at bringing outstanding diverse visitors to campus. It also offers administrative and financial support to departments, particularly for visitors who cross disciplinary boundaries, and the department has utilized it extensively. In total, the extent and variety of supplementary cultural activities and offerings is enormous, and probably unsurpassed outside of a few of the nation's largest cities.

G: ADMINISTRATION

SECTION G: ADMINISTRATION

G1 The Administrative Organization (Simplified)



G2 Policies and Procedures

Note: We have made this section brief, including only information that we feel the evaluators need to know, and that covers most of the conditions normally occurring in the Department: a greatly simplified discussion of practices in the areas of appointments, promotion and tenure, sabbaticals, travel, and outside employment. Further information about those items, and information covering retirement, leaves of absence, and insurance is included in the Appendix.

Rank and Appointments

Ranks used are Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Research Associate, Graduate Teaching Assistant, Graduate Research Assistant.

There are basically three kinds of faculty appointments commonly used in this Department.

1) Visiting Appointments. Can be made only for up to three consecutive academic years. In effect, they are renewable or not on the Department's decision with little or no notice, and damn few safeguards. This is no problem as there has been good faith on both sides. We use such appointments frequently, and we think, beneficially.

2) Probationary Appointments. Carry probationary credit towards tenure. While all University contracts are for one year, safeguards and schedules for notice are such that the individual is well protected. This is the "normal" type of appointment for new faculty.

3) Tenured Appointments. Carry a University commitment to a continuing appointment to be terminated only be retirement, resignation, discharge for cause, or possibly nuclear holocaust. Initial appointments to tenured status are rare.

Recommendations for initial appointments originate within the Department, offers are made by the Dean of the College, final contract approved by Trustees. Budgetary discussion with the Dean is important, beyond that the higher levels of review are substantive at the associate or full professor level, more procedural at lower ranks.
The Department considers Assistant Professor the normal entry level appointment, requiring an MLA and two or three years of experience. We sometimes appoint to the Instructor rank an MLA graduate of our own program and less experience, for one year only. Our policy is not to give professorial rank (Assistant Professor or higher) to individuals still working on their terminal degree; they are appointed as Instructors. It is also our policy not to give faculty rank, but only appointments as teaching or research assistant, to individuals enrolled in our MLA program.

Recommendations for promotion and or tenure originate in the Department after a process that involves lengthy and meaningful review, documentation and consultation. We have developed guidelines meant to clarify departmental criteria and expectations both for ourselves, and for the campus review board, which has we feel, tended to apply criteria irrelevant to a professional program such as ours. Appointment to Associate Professor and award of Indefinite Tenure are in practice, the same thing, normally you get both, at the same time, or neither.

A person on the probationary track towards tenure, may be recommended for promotion to Associate Professor with tenure at any time, but must either be so nominated, or recommended for termination, in his or her sixth year. In other words the sixth year involves an "up or out" decision, with "out" meaning a seventh year on a terminal contract.

The review of recommendations for tenure, and of appointments to Associate Professor or Professor, that takes place beyond the Department, is lengthy, rigorous and anything but *pro forma*. Over the last ten years we've submitted three such recommendations for promotion to Associate Professor with tenure; all were approved, one after a preliminary rejection. Our one recommendation for promotion to Professor was rejected at the all-campus committee level. The individual involved has since departed.

We've undergone, and hopefully passed through, a difficult period in communicating our standards and criteria to levels beyond the college. Two faculty members left largely because they thought they wouldn't make it. In fact, the Department would probably not have recommended them. A third faculty member left partly (only partly) because of similar fears, although in his case departmental support and guidance was whole hearted.

Sabbatical Leaves

Essentially, a faculty member can expect, every seventh year, to be given a leave of either one semester leave on full pay, or one academic year on half pay, for legitimate purposes of academic/professional development. Nature and amount of outside compensation is restricted. Faculty receiving sabbaticals are required to return to campus for at least one academic year after their sabbatical.

Travel

The Department has for ten years been able to offer each faculty member at least one (sometimes more) trip per year, fully funded (travel, registration fee, lodging, per diem), for purposes of professional development. This has been possible only because of soft money. These trips are critically important for faculty working in a location such as ours, but they would be among the first perquisites to go in case of budget reduction, and probably will. We also are able to occasionally help support student travel for such events as LABASH or ASLA meetings.

Outside Professional Employment

This is strongly encouraged by the department, to develop professional advancement, personal satisfaction and summer money for the faculty, as well as for indirect benefits, not to mention credibility, brought to the students by faculty keeping their hand in. There have been no problems with such work conflicting with academic demands; in fact our faculty have had to display considerable initiative, ingenuity, and energy in getting enough outside work to satisfy them.

G3 Program Planning

The Department is organized with a Head. According to University Statutes, a Head is appointed without a specific term and is given the power "to determine such matters that do not affect other departments or properly come under the supervision of larger administrative units. The Head is to consult with the Advisory Committee of the Department faculty on all major decisions." The Head is a policy making post; the Advisory Committee of the Department consists of three faculty members elected annually by the entire faculty of the Department. Routine administration and short term planning for the undergraduate curriculum is the responsibility of the Undergraduate Coordinator and a three person curriculum committee which the coordinator chairs. The Graduate Coordinator and the Directors of the two Areas of Specialization perform a similar role for the graduate curriculum, often in informal conjunction with the Head and other faculty teaching advanced specialized courses. Department meetings, held once a week, are open to students. Closed faculty meetings are held about three times a semester for final decisions on matters such as teaching assignments, student financial support and prizes, and faculty hiring, and occasionally for intensive discussion of major issues such as curriculum revision.

The divisions between routine program administration, short term planning, and long term planning and development are not clear cut. In this department, which emphasizes open departmental meetings, constant interchange among faculty and between faculty and students, decision by consensus in most cases, and a minimum of standing committees, the three activities tend to shade one into the other. Generally planning is characterized by a sequence of identification of a problem or an objective through informal interchange inside or outside meetings, discussion at department meeting, proposal development by a short term faculty or student-faculty committee, presentation and discussion at departmental meeting, and final decision by the faculty as a whole. Small size, open communication, and mutual respect make the system workable and, we feel, desirable; what it sometimes lacks in efficiency is made up for in flexibility, responsiveness, and a sense of participation.

Three years ago a formal Visitors' Committee of five outside people, including but not limited to alumni of the department, was established. This Committee comes to campus for a two day stay each year, reviews student work, talks with faculty and students, and informally summarizes its reactions, evaluations and suggestions. Visiting faculty, on appointment for periods from half of a semester to a full academic year, have been heavily utilized, and have been a constructive source of insights, criticism and suggestions, their deeper knowledge of the program supplementing the Visitors' Committee. Both groups have been damn valuable; even when we disagree with them, they serve as a useful check to complacency and self satisfaction.

G4 Budget

Procedures

The university budgeting system can best be understood by dividing it into two separate types of procedures.

The first, more routine procedure consists of annual increments, expressed in percentages of existing budget, for salary raises and adjustments to the various non-personnel categories. A sum of money is received from the College as an increment in each category; in most cases the department Head decides how it will be apportioned within that category. The Dean determines the Head's salary raise, the Head that of faculty members. For the last several years faculty raises have in essence been a combination of a cost of living increase and a merit increase, each figured as a percentage of existing salary. Non-academic salary raises are determined by a complex step system outside the department's control; assistants' salaries are determined by a set minimum in the first year of service and a uniform percentage raise subsequent years. Increments are sometimes negative, such as a "tax" of 1/2 of 1% of base budget this year for a campus reallocation fund.

The second type of procedure applies to such purposes as remedying major long term deficiencies, initiation or major expansion of programs, facility construction or major remodeling, etc. It differs from the first procedure in several ways. It begins with a departmental level proposal, which wends its way upwards through College, Campus, University and sometimes to the State; proposals are subject to review by special committees; budgets are a combination of one or more years of zero base allocations followed by regular annual increments; the time from proposal through decision to allocation runs to two or more years; and money comes out of institutional categories separate from that of the first type. The Land Resources Specialization was initially funded through such a proposal. Unfortunately this second procedure is now much less important that it was during the years of expanding enrollment and funding.

Within the limitations described above, the department has, in effect, all the control it needs over how it spends the money it is allocated. Both the Campus and College administrations feel that departmental flexibility is particularly important in times of shrinking real dollar budgets, and encourage reallocation among budget categories where appropriate. Generally, the Head decides how operating funds are spent, but the faculty is consulted on hiring allotments and any significant reallocations.

Recent Funding Patterns

It would be nice to present a clear comprehensive picture of our annual department finances, carefully distinguishing between money allocated and money spent, official university budget categories and those used in actual planning and operation, recurring and non-recurring funds, hard money and soft money, contract money consumed in doing additional things versus that usable for our ongoing educational program etc. Such a description would require something like condensing *War and Peace* into a five minute talk-show presentation--and be just about as clear and useful. What follows is an extremely simplified description that can be supplemented as required at the time of the accreditation visit.

The most important, consistent representation of our finances is our recurring, state funded, departmental budget. Over the last three years this hard money base budget for the department, given by officially allocated category, has been as follows:

	1978/79	1979/80	1980/81
Academic Salaries	$ 213,607	$ 252,302	$ 266,802
Student Assistantships	43,672	30,464	36,551
Non-Academic Salaries	18,153	20,385	21,757
Wages	699	743	797
Expenses	17,760	17,795	18,120
Equipment	3,500	3,525	3,550
Summer Session (Teaching, Advising)	1,917	1,952	2,034
	$ 299,308	327,166	349,611

Expenditures do not always match these categories. As an example, the Student Assistants line, for complex administrative reasons, includes money that is committed to other purposes; for 1980/81 the actual expenditures for assistants will be approximately $28,220. As another example, our "expenses" for 1979/80, exceeded the given figure by over 40%. Actual expenditures were:

Course Operations: Direct course charges, field trips, general instructional supplies and overhead	$ 2,968
Graduate Program Development Computer programs and supplies, travel, publicity, etc.	1,295
Faculty Travel Includes head, faculty, computer personnel	4,830
Visiting Critics, Lectures Honoraria and expenses	2,756
Administration Telephone, mailing, reproduction, office supplies	7,617
Maintenance Space and equipment	883
Activities and Dues CELA and LAAB, student activities, entertainment, etc.	1,015
Faculty Recruiting Advertisements, travel, expenses	2,651
Departmental Research	628
Miscellaneous	872
	$ 25,515

Two important recurring sources of program support are not part of the above budget. They are:

- City Planning and Landscape Architecture Library Budget. This currently runs about $23,000/year.

- Allocations for usage of campus computer system. A certain number of units, not dollars, are applied for, reviewed, and allocated to us each term, in separate categories for instruction and departmental research.

There are also other sources of non-recurring university funding of varying degrees of importance, such as:

- Special non-recurring grants for instructional equipment; awarded in all-campus competition. We've fared extremely well in all three such distributions; since the last accreditation visit we've received funds enabling us to replace all undergraduate drafting tables, replace about half of our surveying equipment, and add some audio visual equipment.

- Graduate College Work Study funding. This pays for 80% of funding for eligible students doing approved research work. Three of our graduate students are so funded this term.

- Support from Research Board for research and travel, and from the Miller and Taft Committees for visitors.

Additionally, the department has received and administered large amounts of outside funding, and often receives financial support of its faculty and students from outside contracts administered by other campus units. Grant and contract money, for the most part, is committed to specific additional activity, but furnishes financial support for ongoing departmental programs in two forms: our departmental share of the indirect costs generated, and released time payment for small amounts of faculty-staff time that would otherwise be spent on unfunded research. The amount of such money is small but most important to us.

Distinguishing between funds devoted to the graduate and undergraduate programs is extremely difficult, particularly since many graduate students take undergraduate courses for no graduate credit. Three comments can be made:

1) The budgeted teaching staff summary of Section D1 represents $217,275 of faculty and assistant salaries directly attributable to instruction. it can be broken down as follows:

Instruction of undergraduate students	$ 152,835 (70.4%)
Instruction of graduate students	64,440 (29.6%)
	217,275

2) About $38,000 more of faculty/assistant salaries and $4,500 of expense/equipment money are assigned to people, activities and equipment that support the entire department but are more directed towards research and graduate instruction than to the undergraduate program.

3) The remainder of the annual budget (about $90,000 of $350,000) cannot be directly associated with any particular program element.

* * * * * *

The $7,500 operating deficit of last year could climb to as much as $12,000 this year, due to continued inflation and price increases (particularly in travel) and the specific 1980/81 costs of intensive faculty recruiting and two accreditation visits. While our hard budget for all three salary categories, excluding the 0.4% FTE new position added in 1979/80, has increased 14.99% since 1978/79, the hard money for wages, expenses and equipment has increased only 2.31% over those two years.

Five years ago our accreditation report stated

> "...our budget is adequate but tight...we depend heavily upon outside funding...."

Today our hard line budget would better be described as "slightly less than adequate" for the program as we now run it. We have not cut back our operations over the last five years; deficits in expense money have been made up from the contract generated funds described above and from unfilled faculty positions. Inflation can be expected to equal or exceed budget increases in the near future; even without large expenses for accreditation or faculty recruiting each year, we can expect a continuing gap between funding and the costs of our current level of operations. There are three ways to cope with that deficit: Curtailment of activities (e.g., faculty travel), continued generation of soft money, and conversion of "people to things" (i.e., switching money from personnel to expenses). Probably a combination of all three will be needed.

G5 Student Financial Cost and Financial Aids

Student Cost Data(per 9 month academic year, full load)

	Resident	Non-Resident
General Tuition	$ 728	$ 2,184
Required Fees: (Health Service, Gym, Insurance, etc.)	304	304
Living Cost Estimate: (Room & Board - Residence Hall)	2,128	2,128
Books and Supplies	280	280
Required Field Trips	100(max)	100 (max)
Misc. Personal Expenses: (Univ. Estimate)	720	720
Travel Expenses	188	188
Estimated Total Yearly Costs:	$4,448	$ 5,903

Financial Aids

Benefits Under Control of School: Traveling Fellowships--The Ryerson Graduate Traveling Fellowship, established June 1979, is awarded annually to a graduating MLA and carries a stipend of $2,500.

Inaddition to various state and federal loan program and work study, three types of financial support are available specifically for graduate students: fellowships, assistantships and tuition and fee waivers.

One Creative and Performing Arts Fellowship is available for an L/A student each year, carrying a tax free stipend of $3000 or $3500,plus a T/F waiver. The CPA Fellowships are under review by the Graduate College; they might be eliminated, or funding reduced. The Department has made a loud and hopefully convincing case for their continuance. University Fellowships are awarded through an annual campus wide competition, administered by the Graduate College, in which the strongest current graduate students in each department are reviewed and compared to determine awards available to the department for the subsequent year. They carry a stipend of $3000 with a T/F waiver, but graduate college funding, determined by a complex formula rewarding a departmental success in previous competitions, may be only partial. In that case, departmental funds must be used to raise the stipend to the required $3000. Students from Fine and Applied Arts compete, for example, with doctoral candidates in physics. We think its a tribute to the quality of our students that the Department has won such awards the last two years.

Our hard line budget carries funds for the support of about 3.0 FTE Departmental Teaching or Research Assistantships each year. For the last several years, we have had enough funds from released time or indirect costs to appoint closer to 4.0 FTE each semester. Appointments are usually at 25 or 33% time, and carry a T/F waiver. For the last several years, we have also supported five to ten Graduate Research Assistants on externally funded research contracts. Two or more of our students usually are supported on assistantships funded through other campus units as well.

Tuition and fee waivers are awarded by the Graduate College on a review of departmental nominations. At least three of our students receive such awards each semester.

In a normal semester, more than two-thirds our graduate students receive one or another type of these financial aids, with the likelihood of getting support increasing as a student advances through the curriculum. Almost all of our students have received at least one semester of some form of support sometime during their enrollment here. In Fall semester 1980, 24 out of our 29 regularly enrolled graduate students were supported by fellowships, assistantships, or tuition/fee waivers.

H: LONG-RANGE GOALS AND PLANS

SECTION H LONG RANGE GOALS AND PLANS

H1 Background Analysis

We feel that this has been adequately covered in the discussions of historical developments and objectives of the school in Sections A and B.

H2 Long Range Goals and Plans

These can be summed up succinctly: continued and controlled evolution.

Some plans aimed at correcting current weaknesses have been mentioned in Section A7. Beyond those there are only a few considerations we think are important in directing development of the program.

One is the need to keep the Areas of Specialization abreast of relevant advances in knowledge and techniques, many of which occur in disciplines other than landscape architecture. Just as we viewed a quality MLA program as necessary if our undergraduate program was not to fall behind, so similar change is necessary at the graduate level itself. Accompanying the need for continued advancement is that of keeping the specialized teaching and research directly relevant to and usable by the profession itself. It's our job to see that these goals are both pursued with equal emphasis, and do not conflict with each other.

Because the specializations are broadly defined and their techniques applicable to a wide range of topics, the choice of subject areas emphasized is a major key to both currency and utility to the profession. Our current work in visual assessment is an example of a fruitful choice, and one that is not only attractive on both counts but presents an opportunity to focus work in both specializations on one subject, with integrated and maybe even synergistic results. Another similarly attractive subject area we intend to explore is that of the historic landscape, a field which is not only hot and usable but offers additional ties to faculty and projects in the Departments of Planning and Geography.

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